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ABSTRACT

This supplementary volume presents back-up tables of data for each chapter of Volume I, which is the narrative report of a study of women in two-year area vocational-technical school programs comparing and contrasting nontraditional women (those enrolled in programs where nationally 0% to 25% of the students are women) and traditional women (those enrolled in programs in which nationally 75% to 100% are women) to determine what factors are influential in students' selection of nontraditional or traditional occupational training in nonprofessional occupations and to analyze the data with regard to seven broad occupational areas and sex stereotypes of particular occupations. Back-up tables in this volume are keyed to the summary tables in Volume I by chapter and table number. (HD)

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Final Report

Contract No. 300-75-0183

A Study of the Factors Influencing the Participation of Women in Non-traditional Occupations in Postsecondary Area Vocational Training Schools

Volume II -- Back-Up Tables

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NATIONAL INSTITUTE OF EDUCATION

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Table III-1. -- Urban/rural distribution of students, by region and N-M-T category: Sample of AVTS students, United States, Spring 1976

Region	Non-traditional		Mixed		Traditional	
	Urban	Rural	Urban	Rural	Urban	Rural
	(percent of students in location)					
Total**	75.7	24.3	68.8	31.2	66.7	33.3
South***	74.4	25.6	56.8	43.2	54.8	45.2
Northeast/ North Central	67.1	33.0	71.6	28.3	71.8	28.2
West	83.3	16.7	83.0	17.0	78.1	21.9
	(number)					
Total	651	209	311	141	408	204
South	189	65	92	70	136	112
Northeast/ North Central	177	87	136	54	140	55
West	285	57	83	17	132	37
	Regional distribution of urban and rural students (percent)					
South	29.0	31.1	29.6	49.6	33.3	54.9
Northeast North Central	27.2	41.6	43.7	38.3	34.3	27.0
West	43.8	27.3	26.7	12.1	32.4	18.1

Table III-2. -- Regional distribution of students in the survey, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Region	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
South	29.5	35.8	40.5	254	162	248
Northeast/ North Central	30.7	42.0	31.9	264	190	195
West	39.8	22.1	27.6	342	100	169

x^{2***}

Table III-3. -- Age of women in the sample, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Age	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
17-19 years***	35.2	44.5	46.2	284	194	275
20 years	12.9	16.1	13.3	104	70	79
21-24 years	17.7	16.5	17.5	143	72	104
25-29 years***	15.7	8.5	8.4	127	37	50
30 years and over	18.5	14.4	14.6	149	63	87

Table III-4. -- Student age, by urban/rural location and N-M-T category; Sample of AVTS students, United States, Spring 1976

Age (in years)	Non-traditional		Mixed		Traditional	
	Urban	Rural	Urban	Rural	Urban	Rural
	(percent)					
17-19	30.8*a*	48.7	40.5	53.3	47.2*a*	44.2
20	12.6	13.7	15.1	18.3	15.9	8.0
21-24	17.7	17.8	17.1	15.3	16.9	18.6
25-29	17.7*b*	9.6	10.0	5.1	6.8*b*	11.6
30 and over	21.2	10.2	17.4	8.0	13.1	17.6
	(number)					
17-19	188	96	121	73	187	88
20	77	27	45	25	63	16
21-24	108	35	51	21	67	37
25-29	108	19	30	7	27	23
30 and over	129	20	52	11	52	35

Ntx^{2***} , Trad x^{2*}

*a****, *b****

Table III-5. -- Racial/ethnic characteristics of student sample, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Racial/ethnic characteristics	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
White	84.8	88.2	86.7	713	397	522
Minority	15.2	11.8	13.3	128	53	80
Black	9.9	9.3	9.5	83	42	57
Hispanic	2.7	0.9	2.2	23	4	13
Asian	1.7	1.1	0.8	14	5	5
Indian	1.0	0.4	0.8	8	2	5

Table III-6. -- Racial/ethnic characteristics, by urban/rural location and N-M-T category: Sample of AVTS students, United States, Spring 1976

Racial/ethnic characteristics	Non-traditional		Mixed		Traditional	
	Urban	Rural	Urban	Rural	Urban	Rural
	(percentage of students in location)					
White	74.3	25.7	67.5	32.5	82.5	17.5
Minority	85.2	14.8	79.2	20.8	78.8	21.3
Black	90.4	9.6	85.7	14.3	64.4	35.6
Hispanic	69.6	30.4	50.0	50.0	76.9	23.1
Asian	85.7	14.3	80.0	20.0	80.0	20.0
Indian or Alaskan	75.0	25.0	0.0	100.0	40.0	60.0
	(number)					
White	530	183	268	129	336	186
Minority	109	19	42	11	63	17
Black	75	8	36	6	47	10
Hispanic	16	7	2	2	10	3
Asian	12	2	4	1	4	1
Indian or Alaskan	6	2	0	2	2	3

Table III-7. -- Fathers occupational status by N-M-T category: Sample of AVTS students, United States, Spring 1976

Fathers occupational status	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Professional*	16.1	14.4	11.3	135	64	68
Managerial	17.0	18.2	19.3	143	81	116
Low status white collar	7.1	12.1	8.8	60	54	53
High status blue collar	22.7	23.4	25.6	191	104	154
Low status blue collar	23.5	19.8	22.4	198	88	135
Agricultural	9.4	8.8	9.6	79	39	58
Other	4.2	3.4	3.0	35	15	18

Table III-8. -- Fathers education, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Years of school father completed	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
0 - 8*	23.6	18.8	18.8	198	84	112
9 - 11	16.0	14.1	19.1	134	63	114
12	27.1	33.4	29.5	227	149	176
13 - 15	15.2	16.1	17.3	127	72	103
16 or more	18.1	17.5	15.3	152	78	91

Table III-9. -- Mothers employment characteristics, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Mother works	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Yes	46.2	45.8	49.8	392	202	301
No	53.8	54.2	50.2	456	239	303

Table III-10. -- Years mother worked, by student age and N-M-T category: Sample AVTS, United States, Spring 1976

Student age and years mother worked	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
17-19 years of age						
0 years	19.9	24.6	23.1	56	47	63
less than 5 years	19.9	13.6	18.7	56	26	51
5-9 years	22.1	15.2	21.2	62	29	58
10-14 years	19.9	22.5	17.2	56	43	47
15 years or more	18.1	24.1	19.8	51	46	54
20 years of age						
0 years	21.4	23.2	29.1	22	16	23
less than 5 years	15.5	15.9	10.1	16	11	8
5-9 years	22.3	13.0	19.0	23	9	15
10-14 years	15.5	17.4	24.1	16	12	19
15 years or more	25.2	30.4	17.7	26	21	14
21-24 years of age						
0 years	21.8	23.9	24.0	31	17	25
less than 5 years	12.7	16.9	14.4	18	12	15
5-9 years	15.5	19.7	18.3	22	14	19
10-14 years	14.8	15.5	14.4	21	11	15
15 years or more	35.2	23.9	28.8	50	17	30
25-29 years of age						
0 years	18.9	24.3	18.4	24	9	9
less than 5 years	9.4	13.5	16.3	12	5	8
5-9 years	12.6	18.9	6.1	16	7	3
10-14 years	15.0	16.2	18.4	19	6	9
15 years or more	44.1	27.0	40.8	56	10	20
30 years of age						
0 years	25.7	42.4	31.4	38	25	27
less than 5 years	8.8	5.1	11.6	13	3	10
5-9 years	9.5	11.9	9.3	14	7	8
10-14 years	10.1	5.1	10.5	15	3	9
15 years or more	45.9	35.6	37.2	68	21	32

Nt x^2 ***, Trad x^2 ***

Table III-11. -- Mothers occupational status by N-M-T category: Sample of AVTS students, United States, Spring 1976

Mothers occupational status	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Professional	16.1	16.3	14.0	123	62	74
Managerial	6.8	3.9	3.8	52	15	20
High status white collar	17.8	19.7	20.0	136	75	106
Low status white collar	31.3	29.9	30.8	239	114	163
High status blue collar	2.0	2.1	1.3	15	8	7
Low status blue collar	23.9	25.7	27.6	182	98	146
Other	2.1	2.4	2.5	16	9	13

Table III-12. -- Mothers education, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Years of school mother completed	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
0 - 8	12.3	11.3	12.7	105	51	77
9 - 11	15.5	15.1	18.6	132	68	113
12	40.3	43.7	39.4	344	197	239
13 - 15	20.6	19.7	20.1	176	89	122
16 or more	11.4	10.2	9.2	97	46	56

Table III-13. -- Household Income by N-M-T category: Sample of AVTS students, United States, Spring 1976

Household income (annual)	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
$0-5,000	15.9	15.9	12.0	116	58	58
$5,001-10,000	19.9	20.8	20.2	145	76	98
$10,001-25,000	20.3	18.9	28.5	148	69	138
$15,001 or higher	43.8	44.4	39.3	319	162	190

x^{2**}

Table IV-1. -- Characteristics of the educational personnel, by school level, position, and sex of the personnel: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Educational personnel	Men	Women	Total
Secondary	53	25	78
Counselors	17	11	28
Teachers	32	11	43
Others	4	3	7
Postsecondary	74	14	88
Counselors	11	6	17
Teachers	59	6	65
Others	4	2	6
TOTAL	127	39	166

Table IV-2. -- Racial/ethnic distribution of the educational personsonnel: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Race	Educational personnel		
	Total	Secondary	Postsecondary
White	158	73	85
Minority	6	3	3
Black	3	3	--
Hispanic	1	--	1
Asian	1	--	1
Indian	1	--	1

Table IV-3. -- Teachers field of instruction: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Field of instruction	Teachers				
	(percent)				
	Total	Secondary	Postsecondary	Men	Women
Vocational education	80.0	62.5	91.7	89.2	35.3
Academic	18.0	32.4	8.3	10.8	52.9
Physical education	2.0	5.0	--	--	11.8
	(number)				
Vocational education	80	25	55	75	6
Academic	18	13	5	9	9
Physical education	2	2	--	--	2

Table IV-4. -- Work history of educational personnel: Sample of secondary and postsecondary personnel, United States, Spring 1976

Educational personnel	Years in an educational setting				Years in present job		
	(percent)						
	Less than 3	3-5	6-10	Over 10	Less than 3	3-5	Over 5
Total	5.0	19.4	26.3	49.4	13.3	22.4	64.2
Secondary	---	18.7	20.0	61.3	6.4	25.6	67.9
Postsecondary	9.4	20.0	31.8	38.8	19.5	19.5	60.9
Counselors	4.8	11.9	9.5	73.8	15.9	18.2	65.9
Teachers and other personnel	5.1	22.0	32.2	40.7	12.4	24.0	63.6
	(number)						
Total	8	31	42	79	22	37	106
Secondary	0	14	15	46	5	20	53
Postsecondary	8	17	27	33	17	17	53
Counselors	2	5	4	31	7	8	29
Teachers and other personnel	6	26	38	48	15	29	77

Table IV- 5 . -- Education of the personnel: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Educational personnel	Degrees attained					
	BA/BS	MA/MS	Ph.D.	BA/BS	MA/MS	Ph.D.
	(percent)			(number)		
TOTAL	27.8	63.9	8.2	44	101	13
Secondary	35.9	60.3	3.8	28	47	3
Postsecondary	20.0	67.5	12.5	16	54	10

Table IV-6. -- Regions of educational personnel participating in the survey, by position, sex, and school level of the personnel: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Educational personnel	Region					
	(percent)			(number)		
	South	Northeast/ North Central	West	South	Northeast/ North Central	West
Men	78.0	75.8	76.2	32	47	48
Women	22.0	24.2	23.8	9	15	15
Secondary	41.5	61.3	36.5	17	38	23
Postsecondary	58.5	38.7	63.5	24	24	40
Counselors	17.1	33.9	27.0	7	21	17
Teachers and other personnel	82.9	66.1	73.0	34	41	46
TOTAL	100.0	100.0	100.0	41	62	63
Regional distribution (percent)	24.7	37.3	38.0			

Table IV-7. -- Number of women students encouraged by personnel to train for a non-traditional occupation: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Number of women students encouraged	Educational personnel response				
	Total	Counselors	Teachers and other personnel	Men	Women
	(percent)				
0-19	41.5	21.2	48.0	41.6	40.7
20-49	25.2	39.4	20.6	23.1	33.3
50-99	17.0	24.2	14.7	17.6	14.8
100 or more	16.3	15.2	16.7	17.6	11.1
	(number)				
0-19	56	7	49	45	11
20-49	34	13	21	25	9
50-99	23	8	15	19	4
100 or more	22	5	17	19	3

Table IV-8. -- Estimated percentage of women following advice of educational personnel to train for a non-traditional occupation: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Percentage of students following advice	Educational personnel response				
	Total	Counselors	Teachers and other personnel	Men	Women
	(percent)				
0-19%	12.0	31.0	5.7	13.0	8.0
20-49%	43.6	31.0	47.7	42.4	48.0
50-79%	33.3	34.5	33.0	33.7	32.0
80% or more	11.1	3.4	13.6	10.9	12.0
	(number)				
0-19%	14	9	5	12	2
20-49%	51	9	42	39	12
50-79%	39	10	29	31	8
80% or more	13	1	12	10	3

Table IV-9. -- Number of additional women students who should be encouraged to train for a non-traditional occupation, as perceived by educational personnel: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Number of additional women who should be encouraged	Educational personnel response				
	Total	Counselors	Teachers and other personnel	Men	Women
	(percent)				
0-19	21.2	19.2	22.0	24.6	10.0
20-49	23.5	26.9	22.0	20.0	35.0
50-99	9.4	15.4	6.8	12.3	--
100-199	23.5	15.4	27.1	23.1	25.0
200 or more	22.4	23.1	22.0	20.0	30.0
	(number)				
0-19	18	5	13	16	2
20-49	20	7	13	13	7
50-99	8	4	4	8	0
100-199	20	4	16	15	5
200 or more	19	6	13	13	6

Table IV-10. -- Educational personnel response to question "Who usually initiates the idea of a woman being trained for a non-traditional occupation?": Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Initiators	Educational personnel response 1/		
	(percent)		
	Total	Counselors	Teachers and other personnel
Teacher	35.6	25.0	39.5
Counselor	27.6	50.0	19.3
Other school personnel	4.3	2.3	5.0
Parents	9.2	6.8	10.1
Peers	12.3	13.6	11.8
Student herself	63.8	68.2	62.2
Other	5.5	6.8	5.0
Don't know	7.4	9.1	6.7
	(number)		
	(n=163)	(n=44)	(n=119)
Teacher	58	11	47
Counselor	45	22	23
Other school personnel	7	1	6
Parents	15	3	12
Peers	20	6	14
Student herself	104	30	74
Other	9	3	6
Don't know	12	4	8

1/ Totals are greater than 100% because several identified more than one person.

Table IV-11. -- School policy on programs for encouraging women to consider training for non-traditional occupations: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

School policy	Educational personnel response		
	Total	Counselors	Teachers and other personnel
	(percent)		
Developed own program	23.2	22.7	23.4
Used program developed elsewhere	2.6	2.3	2.7
Allowed individual teachers/counselors to develop own programs	18.1	27.3	14.4
Left it up to teachers/ counselors to develop own programs	56.1	47.7	59.5
	(number)		
Developed own program	36	10	26
Used program developed elsewhere	4	1	3
Allowed individual teachers/counselors to develop own programs	28	12	16
Left it up to teachers/ counselors to develop own programs	87	21	66

Table IV-12. -- Response of educational personnel when asked if they would use other resource materials if funds were available: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Would use other resource material (percent)	Educational personnel						
	Total	Secondary	Postsecondary	Counselors	Teachers and other personnel	Men	Women
Yes	42.9	42.9	42.9	56.0	38.4	40.3	52.4
No	57.1	57.1	57.1	44.0	61.6	59.7	47.6
	(number)						
Yes	42	21	21	14	28	31	11
No	56	28	28	11	45	46	10

Table V-1. -- Importance of family and friends in influencing students selection of training, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Persons and importance	Students considering person important					
	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Mother						
Important***	50.3[a]	59.7	72.8[b]	432	270	446
Very	19.7	25.2	40.8	169	114	250
Somewhat	30.6	34.5	32.0	263	156	196
Not important	40.9	35.8	24.0	352	162	147
Discouraging	8.8	4.4	3.1	76	20	19
Father						
Important***	44.3[a]	53.1	56.2[b]	381	240	344
Very	18.7	21.7	26.3	161	98	161
Somewhat	25.6	31.4	29.9	220	142	183
Not important	48.0	41.4	39.5	413	187	242
Discouraging	7.7	5.5	4.2	66	25	26
Husband						
Important**	46.0	50.3	58.2	172	94	145
Very	27.0	34.8	37.3	101	65	93
Somewhat	19.0	15.5	20.9	71	29	52
Not important	46.8	44.4	39.0	175	83	97
Discouraging	7.2	5.3	2.8	27	10	7
Men friends						
Important	43.1	45.2	39.7[c]	371	204	243
Very	17.9	16.2	15.8	154	73	97
Somewhat	25.2	29.0	23.9	217	131	146
Not important	52.1	50.2	57.8	448	227	354
Discouraging	4.8	4.6	2.5	41	21	15
Women friends						
Important***	44.1	52.4	54.7[c]	379	237	335
Very	17.8	19.2	21.9	153	87	134
Somewhat	26.3	33.2	32.8	226	150	201
Not important	51.3	44.0	42.8	441	199	262
Discouraging	4.7	3.5	2.5	40	16	15
Men relatives						
Important	25.5	22.6	23.3[d]	219	102	143
Very	11.2	9.3	7.5	96	42	46
Somewhat	14.3	13.3	15.8	123	60	97
Not important	70.2	76.3	75.5	604	345	462
Discouraging	4.3	1.1	1.1	37	5	7
Women relatives						
Important***	24.1	27.4	38.7[d]	207	124	237
Very	9.9	11.9	15.7	85	54	96
Somewhat	14.2	15.5	23.0	122	70	141
Not important	69.7	68.6	60.0	599	310	367
Discouraging	6.3	4.0	1.3	54	18	8

a^{*}, b^{***}, c^{***}, d^{***}

Table V-2. -- Importance of students mother in influencing choice of training, by mothers employment characteristics, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Mothers employment characteristics and importance	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Mother works						
Important ***	53.5[a]	63.6	78.8[b]	244	152	239
Very	21.7	39.7	46.5	99	71	141
Somewhat	31.8	33.9	32.3	145	81	98
Not important	36.6	32.6	17.8	167	78	54
Discouraging	9.9	3.8	3.3	45	9	10
Mother worked at any time						
Important ***	52.6[c]	60.8	75.9[d]	349	200	347
Very	21.8	27.1	43.3	145	89	198
Somewhat	30.7	33.7	32.6	204	111	149
Not important	38.9	33.7	21.2	258	111	97
Discouraging	8.6	5.5	2.8	57	18	13
Mother worked less than 5 years						
Important ***	60.0	66.1	83.0	72	39	78
Very	26.7	23.7	39.4	32	14	37
Somewhat	33.3	42.4	43.6	40	25	41
Not important	31.7	32.2	16.0	38	19	15
Discouraging	8.3	1.7	1.1	10	1	1
Mother worked 5 or more years						
Important ***	50.9	59.6	74.1	277	161	269
Very	20.8	27.8	44.4	113	75	161
Somewhat	30.2	31.9	29.8	164	86	108
Not important	40.4	34.1	22.6	220	92	82
Discouraging	8.6	6.3	3.3	47	17	12
Mother does not work						
Important ***	46.4[a]	55.4	68.1[b]	182	112	205
Very	16.8	19.3	35.5	66	39	107
Somewhat	29.6	36.1	32.6	116	73	98
Not important	45.7	39.6	29.3	179	80	88
Discouraging	7.9	5.0	2.7	31	10	8
Mother never worked						
Important ***	42.6[c]	57.8	63.6[d]	80	67	96
Very	11.7	19.8	34.4	22	23	52
Somewhat	30.9	37.9	29.1	58	44	44
Not important	47.3	38.8	32.5	89	45	49
Discouraging	10.1	3.4	4.0	19	4	6

Table V-3. -- Importance of mother in influencing students choice of training, by mothers educational characteristics, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Importance of mother's influence, and years of school she completed	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
0-8 years						
Important	42.9[a]	37.3	53.3[b]	45	19	41
Very	16.2	11.8	33.8	17	6	26
Somewhat	26.7	25.5	19.5	28	13	15
Not important	49.5	54.9	40.3	52	28	31
Discouraging	7.6	7.8	6.5	8	4	5
9-11 years						
Important **	50.0	66.2	69.9	66	45	79
Very	22.0	19.1	32.7	29	13	37
Somewhat	28.0	47.1	37.2	37	32	42
Not important	40.1	33.8	23.9	54	23	27
Discouraging	9.1	0.0	6.2	12	0	7
12 years						
Important ***	48.6	59.4	75.7	167	117	181
Very	16.6	27.9	43.5	57	55	104
Somewhat	32.0	31.5	32.2	110	62	77
Not important	41.9	37.1	23.0	144	73	55
Discouraging	9.6	3.6	1.3	33	7	3
13-15 years						
Important ***	53.4	68.6	80.4	94	61	98
Very	23.3	28.1	44.3	41	25	54
Somewhat	30.1	40.5	36.1	53	36	44
Not important	37.5	24.8	17.2	66	22	21
Discouraging	9.1	6.7	2.5	16	6	3
16 or more						
Important *	60.8[a]	58.7	78.6[b]	59	27	44
Very	24.7	32.6	48.2	24	15	27
Somewhat	36.1	26.1	30.4	35	12	17
Not important	32.0	34.8	19.6	31	16	11
Discouraging	7.2	6.5	1.8	7	3	1

a *, *b* **

Table V-4. -- Importance of father in influencing students choice of vocational training, by fathers education, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Father's education (years of school completed) and importance	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
16 years or more						
Important***	48.7	64.1	71.4[a]	74	50	65
Very	28.9	37.2	40.7	44	29	37
Somewhat	19.7	26.9	30.8	30	21	28
Not important	43.4	33.3	22.0	66	26	20
Discouraged	7.9	2.6	6.6	12	2	6
13 - 15 years						
Important	44.9	59.7	56.3[a]	57	43	58
Very	19.7	26.4	26.2	25	19	27
Somewhat	25.2	33.3	30.1	32	24	31
Not important	49.6	37.5	40.8	63	27	42
Discouraged	5.5	2.8	2.9	7	2	3
12 years						
Important	52.4[b]	60.4	55.7	119	90	98
Very	20.7	20.8	23.3	47	31	41
Somewhat	31.7	39.6	32.4	72	59	57
Not important	37.4	35.6	40.3	85	53	71
Discouraged	10.1	4.0	4.0	23	6	7
9 - 11 years						
Important*	41.8	42.9	57.9	56	27	66
Very	14.9	17.5	27.2	20	11	31
Somewhat	26.9	25.4	30.7	36	16	35
Not important	48.5	47.6	37.7	65	30	43
Discouraged	9.7	9.5	4.4	13	6	5
0 - 8 years						
Important	34.8[b]	34.5	45.5	69	29	51
Very	12.1	8.3	20.5	24	7	23
Somewhat	22.7	26.2	25.0	45	22	28
Not important	59.6	56.0	50.0	118	47	56
Discouraged	5.6	9.5	4.5	11	8	5

Nt x^{2**}, Trad x^{2**}, a^{*}, b^{***}

Table V-5. -- Importance of father in influencing students choice of vocational training, by fathers occupational status, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Father's occupational status and importance to student	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
High status white collar						
Important **	50.0	62.1	64.1 ∅	139	90	118
Very	26.3	29.0	32.1	73	42	59
Somewhat	23.7	33.1	32.1	66	48	59
Not important	41.4	33.8	29.9	115	49	55
Discouraging	8.6	4.1	6.0	24	6	11
Low status white collar						
Important	38.3	50.0	50.9	23	27	27
Very	21.7	22.2	20.8	13	12	11
Somewhat	16.7	27.8	30.2	10	15	16
Not important	53.3	44.4	45.3	32	24	24
Discouraging	8.3	5.6	3.8	5	3	2
High status blue collar						
Important *	46.6	55.8	57.8	89	58	89
Very	12.6	22.1	30.5	24	23	47
Somewhat	34.0	33.7	27.3	65	35	42
Not important	46.6	40.4	40.3	89	42	62
Discouraging	6.8	3.8	1.9	13	4	3
Low status blue collar						
Important **	37.9	42.0	53.3	75	37	72
Very	15.7	14.8	20.0	31	13	27
Somewhat	22.2	27.3	33.3	44	24	45
Not important	55.6	52.3	40.7	110	46	55
Discouraging	6.6	5.7	5.9	13	5	8
Agriculture						
Important	53.2	56.4	50.0	42	22	29
Very	19.0	17.9	20.7	15	7	12
Somewhat	34.2	38.5	29.3	27	15	17
Not important	39.2	30.8	46.6	31	12	27
Discouraging	7.6	12.8	3.4	6	5	2

Nt x^2 *, ∅ *

Table V-6. -- Importance of parents in influencing students choice of training, by students age and N-M-T category: Sample of AVTS students, United States, Spring 1976

Students age and parents importance	Father				Mother		
	(percent)						
	Non-traditional	Mixed	Traditional		Non-traditional	Mixed	Traditional
17-19 years							
Important	60.6[a]	62.9	63.7[b]	***	66.2	84.2	82.5[b]
Very	25.0	26.3	29.5		28.9	33.5	46.5
Somewhat	35.6	36.6	34.2		37.3	40.7	36.0
Not important	30.6	30.4	32.0		23.9	21.1	15.3
Discouraging	8.8	6.7	4.4		9.9	4.6	2.2
20 years							
Important	56.7	70.0	65.8[c]		64.5	74.3	79.7[c]
Very	28.8	32.9	30.4		21.2	32.9	44.3
Somewhat	27.9	37.1	35.4		43.3	41.4	35.4
Not important	36.5	25.7	25.3		25.0	21.4	15.2
Discouraging	6.7	4.3	8.9		10.6	4.3	5.1
21-24 years							
Important	46.2	52.8	56.7[d]		54.7	58.3	74.1[d]
Very	18.9	22.2	25.0		22.4	22.2	46.2
Somewhat	27.3	30.6	31.7		32.3	36.1	27.9
Not important	43.4	43.1	39.4		33.6	40.3	23.1
Discouraging	10.5	4.2	3.8		10.0	1.4	2.9
25-29 years							
Important	32.3	24.3	60.0		32.3	37.8	72.0
Very	13.4	8.1	34.0		10.2	13.5	34.0
Somewhat	18.9	16.2	26.0		22.1	24.3	38.0
Not important	62.2	67.6	40.0		60.6	56.8	24.0
Discouraging	5.5	8.1	0		7.1	5.4	4.0
30 or more years							
Important	17.4[a]	28.6	19.5[e]		23.5	22.2	35.6[e]
Very	6.0	4.8	9.2		8.1	6.3	16.1
Somewhat	11.4	23.8	10.3		15.4	15.9	19.5
Not important	80.5	66.7	78.2		71.1	73.0	59.8
Discouraging	2.0	4.8	2.3		5.4	4.8	4.6
	Nt x^{2***}, Trad x^{2***}				Nt x^{2***}, Trad x^{2***}		

[a]***, [b]***, [c]*, [d]**, [e]*

Table V-6. -- Importance of parents in influencing students choice of training, by students age and N-M-T category: Sample of AVTS students, United States, Spring 1976 (Continued)

Students age and parents importance	Father			Mother		
	(number)					
	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
17-19 years						
Important	172	122	175	188	144	227
Very	71	51	81	82	65	128
Somewhat	101	71	94	106	79	99
Not important	87	59	88	68	9	42
Discouraging	25	13	12	28	41	6
20 years						
Important	59	49	52	67	52	63
Very	30	23	24	22	23	35
Somewhat	29	26	28	45	29	28
Not important	38	18	20	26	15	12
Discouraging	7	3	7	11	3	4
21-24 years						
Important	56	38	59	81	42	77
Very	27	16	26	32	16	48
Somewhat	39	22	33	49	26	29
Not important	62	31	41	48	29	24
Discouraging	15	3	4	14	1	3
25-29 years						
Important	41	9	30	41	14	36
Very	17	3	17	13	5	17
Somewhat	24	6	13	28	9	19
Not important	79	25	20	77	21	12
Discouraging	7	3	0	9	2	2
30 or more years						
Important	26	18	17	35	14	31
Very	9	3	8	12	4	14
Somewhat	17	15	9	23	10	17
Not important	120	42	68	106	46	52
Discouraging	3	3	2	8	3	4

Table V-7. -- Importance of teachers in influencing students selection of training, by school level and sex of teachers, by student N-M-T category: Sample of AVTS students, United States, Spring 1976

Persons and importance	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Junior high school men						
Important *	6.0	5.3	9.3	52	24	57
Very	1.6	1.5	3.4	14	7	21
Somewhat	4.4	3.8	5.9	38	17	36
Not important	95.6	94.0	89.4	796	425	547
Discouraging	0.8	0.7	1.3	7	3	8
Junior high school women						
Important ***	6.3	6.6	11.1	54	30	68
Very	1.5	2.0	3.1	13	9	19
Somewhat	4.8	4.6	8.0	41	21	49
Not important	93.0	92.5	87.4	800	418	535
Discouraging	0.7	0.9	1.5	6	4	9
Senior high school men						
Important *	24.9 a,e	28.3	28.8 b,f	214	128	176
Very	9.3	11.7	10.0	80	53	61
Somewhat	15.6	16.6	18.8	134	75	115
Not important	73.6	69.9	69.4	633	316	425
Discouraging	1.5	1.8	1.8	13	8	11
Senior high school women						
Important ***	17.7 a	30.5	38.2 b	152	138	234
Very	5.8	13.5	15.8	50	61	97
Somewhat	11.9	17.0	22.4	102	77	137
Not important	81.2	66.2	59.6	698	299	365
Discouraging	1.2	3.3	2.1	10	15	13
Post high school men						
Important ***	31.9 c,e	26.9	23.4 d,f	274	122	143
Very	16.0	11.9	10.3	138	54	63
Somewhat	15.8	15.0	13.1	136	68	80
Not important	66.9	72.1	76.0	575	326	465
Discouraging	1.3	0.9	0.7	11	4	4
Post high school women						
Important ***	17.6 c	21.7	33.8 d	151	98	207
Very	7.0	9.5	17.0	60	43	104
Somewhat	10.6	12.2	16.8	91	55	103
Not important	81.7	77.2	65.4	703	349	400
Discouraging	0.7	1.1	0.8	6	5	5

a***, b***, c***, d***, e**, f*

Table V-8. -- Importance of counselors in influencing students selection of training, by school level and sex of counselors, by student N-M-T category: Sample of AVTS students, United States, Spring 1976

Counselors and importance	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Junior high school men						
Important	5.1	4.4	6.7	44	20	41
Very	1.7	2.9	2.5	15	13	15
Somewhat	3.4	1.5	4.2	29	7	26
Not important	93.7	95.1	92.0	806	430	563
Discouraging	1.2	0.4	1.3	10	2	8
Junior high school women						
Important*	4.5	6.2	8.3	39	28	51
Very	2.6	2.0	5.6	22	9	34
Somewhat	2.0	4.2	2.8	17	19	17
Not important	94.2	93.4	90.5	810	422	554
Discouraging	1.3	0.4	1.1	11	2	7
Senior high school men						
Important***	18.8	25.7	26.3	162	116	161
Very	7.0	9.3	9.2	60	42	56
Somewhat	11.9	16.4	17.2	102	74	105
Not important	79.0	72.8	71.1	679	329	435
Discouraging	2.2	1.5	2.6	19	7	16
Senior high school women						
Important***	16.2	23.9	30.2	139	108	185
Very	5.6	9.3	11.9	48	42	73
Somewhat	10.6	14.6	18.3	91	66	112
Not important	82.0	74.3	67.7	705	336	414
Discouraging	1.9	1.8	2.1	16	8	13
Post high school men						
Important	24.8	26.8	22.4	213	121	137
Very	11.6	11.5	10.5	100	52	64
Somewhat	13.1	15.3	11.9	113	69	73
Not important	74.0	72.8	76.8	636	329	470
Discouraging	1.3	0.4	0.8	11	2	5
Post high school women						
Important***	15.2	21.5	26.5	131	97	162
Very	6.2	11.1	11.8	53	50	72
Somewhat	9.1	10.4	14.7	78	47	90
Not important	83.6	77.4	72.6	719	350	444
Discouraging	1.2	1.1	1.0	10	5	6

Table V-9. -- School personnel influence on students selection of vocational training, by N-M-T category: Sample of AVTS students, United States, Spring 1976

School personnel influence	Students					
	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Some influence***	56.5	62.6	63.9	486	283	391
No influence	43.5	37.4	36.1	374	169	221

Table V-10. --Influence of school personnel on student selection of vocational training, by school level of personnel, by N-M-T category: Sample of AVTS students, United States, Spring 1976

School personnel level	Students					
	(percent)			(number)		
	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
Senior high school						
Some influence***	34.7 [a]	45.6	50.8 [b]	298	206	311
No influence	65.4	54.4	49.2	562	246	301
Postsecondary						
Some influence	42.8 [a]	42.9	43.3 [b]	368	194	265
No influence	57.2	57.1	56.7	492	258	347

[a] ***, [b] **

Table V-11. -- School personnel influence on student selection of training, by age of student and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age (in years)	Influence					
	Non-traditional		Mixed		Traditional	
	(percent)					
	Some influence	No influence	Some influence	No influence	Some influence	No influence
17-19*	72.9	27.1	80.9	19.1	80.3	19.7
20	63.5	36.5	68.6	31.4	64.6	35.4
21-24	58.0	42.0	50.0	50.0	50.0	50.0
25-29	40.2	59.8	43.2	56.8	50.0	50.0
30 and over	31.5	68.5	31.8	68.3	32.2	67.8
	(number)					
17-19	207	77	157	37	220	54
20	66	38	48	22	51	28
21-24	83	60	36	36	52	52
25-29	51	76	16	21	25	25
30 and over	47	102	20	43	28	59

Nt x^{2***}, Trad x^{2***}

Table V-12. -- School personnel influence on student selection of vocational training, by personnel position, by N-M-T category: Sample of AVTS students, United States, Spring 1976

School personnel	Students					
	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Counselors						
Some influence***	41.3[a]	49.3	50.3[b]	355	223	308
No influence	58.7	50.7	49.7	505	229	304
Teachers						
Some influence***	46.0[a]	49.1	56.0[b]	396	222	343
No influence	54.0	50.9	44.0	464	230	269

a, *b**

Table V-13. -- Influence of counselors on student selection of training, by age of student and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age (in years)	Influence					
	Non-traditional		Mixed		Traditional	
	(percent)					
	Some influence	No influence	Some influence	No influence	Some influence	No influence
17-19	56.3	43.7	68.3	30.9	64.6	35.4
20	45.2	54.8	45.7	54.3	48.1	51.9
21-24	39.2	60.8	41.7	58.3	42.3	57.7
25-29	30.7	69.3	21.6	78.4	44.0	56.0
30 and over	22.1	77.9	23.8	76.2	18.4	81.6
	(number)					
17-19	166	124	129	60	177	97
20	47	57	32	38	38	41
21-24	56	87	30	42	44	60
25-29	39	88	8	29	22	28
30 and over	33	116	15	48	16	71

Nt x^{2***}, Trad x^{2***}

Table V-14. -- Influence of teachers on student selection of training, by age of student and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age (in years)	Non-traditional		Mixed		Traditional	
	(percent)					
	Some influence	No influence	Some influence	No influence	Some influence	No influence
17-19	64.4	35.6	69.1	30.9	70.1	29.9
20	52.9	47.1	60.0	40.0	59.5	40.5
21-24	46.9	53.1	34.7	65.3	45.2	54.8
25-29	29.9	70.1	24.3	75.7	44.0	56.0
30 and over	18.8	81.2	12.7	87.3	24.1	75.9
	(number)					
17-19	183	101	134	60	192	82
20	55	49	42	28	47	32
21-24	67	76	25	47	47	57
25-29	38	89	9	28	22	28
30 and over	28	121	8	55	21	66

Nt x^{2***}, Trad x^{2***}

Table V-15. -- School personnel influence on student selection of vocational training, by sex of personnel and by student N-M-T category: Sample of AVTS students, United States, Spring 1976

School personnel	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Men						
Some influence	50.7[a]	52.7	48.5[b]	436	238	297
No influence	49.3	47.3	51.5	424	214	315
Women						
Some influence ***	37.1[a]	48.5	58.3[b]	319	219	357
No influence	62.9	51.5	41.7	541	233	255

a^{***}, b^{***}

Table V-16. -- Influence of men teachers on student selection of training, by age of student and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age (in years)	Influence					
	Non-traditional		Mixed		Traditional	
	(percent)					
	Some influence	No influence	Some influence	No influence	Some influence	No influence
17-19	57.7	42.3	59.3	40.7	49.6	50.4
20	51.9	48.1	44.3	55.7	41.8	58.2
21-24	41.3	58.7	27.8	72.2	33.7	66.4
25-29	26.8	73.2	13.5	86.5	36.0	64.0
30 and over	16.8	83.2	11.1	88.9	16.1	83.9
	(number)					
17-19	164	120	115	79	136	138
20	54	50	31	39	33	46
21-24	59	84	20	52	35	69
25-29	34	93	5	32	18	32
30 and over	25	124	7	56	14	73

Nt x^{2***}, Trad x^{2***}

Table V-17. -- Influence of women teachers on student selection of training, by age of student and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age (in years)	Influence					
	Non-traditional		Mixed		Traditional	
	(percent)					
	Some influence	No influence	Some influence	No influence	Some influence	No influence
17-19***	41.2	58.8	60.3	39.7	65.0	35.0
20***	26.9	73.1	44.3	55.7	55.7	44.3
21-24**	25.9	74.1	26.4	73.6	42.3	57.7
25-29***	15.0	85.0	20.5	79.5	38.0	62.0
30 and over	12.8	87.3	6.4	93.7	18.4	81.6
	(number)					
17-19	117	167	117	88	178	96
20	28	76	31	39	44	35
21-24	37	106	19	53	44	60
25-29	19	108	8	31	19	31
30 and over	19	130	4	59	16	71

Nt x^{2***}, Trad x^{2***}

Table V-18. -- Influence of men counselors on student selection of training, by age of student and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age (in years)	Influence					
	Non-traditional		Mixed		Traditional	
	(percent)					
	Some influence	No influence	Some influence	No influence	Some influence	No influence
17-19	46.8	53.2	55.2	44.9	47.1	52.9
20	37.5	62.5	40.0	60.0	34.2	65.8
21-24	34.3	65.7	31.9	68.1	31.7	68.3
25-29	24.4	75.6	18.9	81.1	34.0	66.0
30 and over	16.1	83.9	20.6	79.4	11.5	88.5
	(number)					
17-19	133	151	107	87	129	145
20	39	65	28	42	27	52
21-24	49	94	23	49	33	71
25-29	31	96	7	30	17	33
30 and over	24	125	13	50	10	77

Nt x^{2***}, Trad x^{2***}

Table V-19. -- Influence of women counselors on student selection of training, by age of student and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age (in years)	Influence					
	Non-traditional		Mixed		Traditional	
	(percent)					
	Some influence	No influence	Some influence	No influence	Some influence	No influence
17-19***	35.6	64.4	51.0	49.0	52.9	47.1
20 *	26.9	73.1	31.4	68.6	41.8	58.2
21-24 *	23.8	76.2	27.8	72.2	38.5	61.5
25-29	22.8	77.2	18.9	81.1	36.0	64.0
30 and over	11.4	88.6	12.7	87.3	14.9	85.1
	(number)					
17-19	101	183	99	95	145	129
20	28	76	22	48	33	46
21-24	34	109	20	52	40	64
25-29	29	98	7	30	18	32
30 and over	17	132	8	55	13	74

Nt x^{2***}, Trad x^{2***}

Table V-20.-- Perceptions of educational personnel on persons influential to students in selection of non-traditional vocational training: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Person and influence on students	Educational personnel response (percent)				
	Total	Men	Women	Counselors	Teachers and other personnel
Mother					
Very encouraging	6.6	6.8	5.9	--	8.1
Somewhat encouraging	32.9	31.4	38.2	30.0	34.2
Discouraging	50.7	50.8	50.0	60.0	47.7
Very discouraging	9.9	11.0	5.9	10.0	9.9
Father					
Very encouraging	6.6	7.6	3.0	--	8.1
Somewhat encouraging	30.9	36.1	12.1	29.0	34.2
Discouraging	46.1	39.5	69.7	67.7	44.1
Very discouraging	16.4	16.8	15.2	32.3	13.5
Husband or men friend					
Very encouraging	6.9	8.0	3.1	--	9.2
Somewhat encouraging	36.6	38.1	31.3	28.6	39.4
Discouraging	43.4	42.5	46.9	51.4	41.3
Very discouraging	13.1	11.5	18.8	20.0	11.0
Women friends					
Very encouraging	14.9	14.3	17.1	17.5	14.0
Somewhat encouraging	47.4	42.9	62.9	52.5	45.6
Discouraging	35.1	39.5	20.0	30.0	36.8
Very discouraging	2.6	3.4	--	--	3.5
Men counselors					
Very encouraging	20.9	25.4	3.3	14.6	23.4
Somewhat encouraging	54.1	53.4	56.7	63.4	50.5
Discouraging	19.6	17.8	26.7	14.6	21.5
Very discouraging	5.4	3.4	13.3	7.3	4.7
Women counselors					
Very encouraging	42.9	49.6	50.0	53.8	48.1
Somewhat encouraging	39.5	40.2	36.7	41.0	38.9
Discouraging	10.2	9.4	13.3	5.1	12.0
Very discouraging	0.7	0.9	--	--	.9
Men teachers					
Very encouraging	23.0	27.1	8.8	7.7	27.9
Somewhat encouraging	48.0	49.2	44.1	46.2	49.5
Discouraging	26.3	22.0	41.2	46.2	19.8
Very discouraging	2.6	1.7	5.9	--	2.7
Women teachers					
Very encouraging	30.7	30.2	32.4	17.5	36.4
Somewhat encouraging	53.3	51.7	58.8	67.5	48.2
Discouraging	14.7	16.4	8.8	15.0	13.6
Very discouraging	1.3	1.7	--	--	1.8

Table V-20. -- Perceptions of educational personnel on persons influential to students in selection of non-traditional vocational training: Sample of secondary and postsecondary educational personnel, United States, Spring 1976 (Continued)

Persons and influence on students	Educational personnel response (number)				
	Total	Men	Women	Counselors	Teachers and other personnel
Mother					
Very encouraging	10	8	2	0	9
Somewhat encouraging	50	37	13	12	38
Discouraging	77	60	17	24	53
Very discouraging	15	13	2	4	11
Father					
Very encouraging	10	9	1	0	9
Somewhat encouraging	47	43	4	9	38
Discouraging	70	47	23	21	49
Very discouraging	25	20	5	10	15
Husband or men friends					
Very encouraging	10	9	1	0	10
Somewhat encouraging	53	43	10	10	43
Discouraging	63	48	15	18	45
Very discouraging	19	13	6	7	12
Women friends					
Very encouraging	23	17	6	7	16
Somewhat encouraging	73	51	22	21	52
Discouraging	54	47	7	12	42
Very discouraging	4	4	0	0	4
Men counselors					
Very encouraging	31	30	1	6	25
Somewhat encouraging	80	63	17	26	54
Discouraging	29	21	8	6	23
Very discouraging	8	4	4	3	5
Women counselors					
Very encouraging	63	58	15	21	52
Somewhat encouraging	58	47	11	16	42
Discouraging	15	11	4	2	13
Very discouraging	1	1	0	0	1
Men teachers					
Very encouraging	34	32	3	3	31
Somewhat encouraging	73	58	15	18	55
Discouraging	40	26	14	18	22
Very discouraging	4	2	2	0	3
Women teachers					
Very encouraging	46	35	11	7	40
Somewhat encouraging	80	60	20	27	53
Discouraging	22	19	3	6	15
Very discouraging	2	2	0	0	2

Table VI-1 -- Importance of methods of counseling and career information programs in assisting selection of training, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Program and importance	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Individual counseling						
Important***	49.8	56.2	59.0	428	254	361
Very	25.2	27.7	26.6	217	125	163
Somewhat	24.5	28.5	32.4	211	129	198
Not important	46.5	40.5	37.3	40	183	228
Discouraging	3.7	3.3	3.8	32	15	23
Group counseling (men and women)						
Important	20.7	20.8	24.2	178	94	148
Very	5.2	3.8	5.2	45	17	32
Somewhat	15.5	17.0	19.0	133	77	116
Not important	77.9	77.7	75.0	670	351	459
Discouraging	1.4	1.5	0.8	12	7	5
Group counseling (women only)						
Important***	18.3	17.7	27.6	157	80	169
Very	4.4	4.2	6.0	38	19	37
Somewhat	13.8	13.5	21.6	119	61	132
Not important	78.4	80.5	71.1	674	364	435
Discouraging	3.4	1.8	1.3	29	8	8
Career education						
Important***	42.7	51.3	59.3	367	232	363
Very	22.2	26.1	28.1	191	118	172
Somewhat	20.5	25.2.	31.2	176	114	191
Not important	55.9	47.1	40.2	481	213	246
Discouraging	1.4	1.5	0.5	12	7	3
Vocational testing						
Important**	34.8	39.2	42.8	299	177	262
Very	12.4	14.2	17.2	107	64	105
Somewhat	22.3	25.0	25.7	192	113	157
Not important	63.6	59.5	56.7	547	269	347
Discouraging	1.6	1.3	0.5	14	6	3
Career orientation program						
Important***	35.2	41.2	50.5	303	186	309
Very	16.7	17.7	22.9	144	80	140
Somewhat	18.5	23.5	27.6	159	106	169
Not important	64.1	57.5	49.0	551	260	300
Discouraging	0.7	1.3	0.5	6	6	3

Table VI-1. -- Importance of methods of counseling and career information programs in assisting selection of training, by N-M-T category: Sample of AVTS students, United States, Spring 1976 (Continued)

Program and importance	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Job site visit						
Important**	47.6	44.0	54.6	409	199	334
Very	25.8	21.7	28.1	222	98	172
Somewhat	21.7	22.3	26.5	187	101	162
Not important	52.0	55.1	44.9	447	249	275
Discouraging	0.5	0.9	0.5	4	4	3
Industrial Representative visit						
Important	33.3	33.2	37.9	286	150	232
Very	15.2	13.7	16.5	131	62	101
Somewhat	18.0	19.5	21.4	155	88	131
Not important	65.9	65.7	61.4	567	297	376
Discouraging	0.8	1.1	0.7	7	5	4

Table VI-2. -- Importance of methods of counseling and career information programs in assisting selection of training--number of methods indicated as important by N-M-T category: Sample of AVTS students, United States, Spring 1976

Number of methods indicated as important	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
0*	18.8	15.5	14.5	162	70	89
1	16.4	18.4	13.7	141	83	84
2	17.3	14.6	9.8	149	66	60
3 - 4	21.7	23.2	22.5	187	105	138
5 or more***	25.7	28.3	39.4	221	128	241

x^{2}***

Table VI-3. -- Importance of methods of counseling and career information programs in assisting selection of occupational training, by racial/ethnic groups, and by N-M-T category: Sample of AVTS students, United States, Spring 1976

Race and importance	Individual counseling					
	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
White						
Important**	48.3	54.2	56.9	344	215	297
Very	23.1	26.2	24.7	165	104	129
Somewhat	25.1	28.0	32.2	179	111	168
Not important	47.7	42.8	38.9	340	170	203
Discouraged	4.1	3.0	4.2	29	12	22
Minority						
Important**	57.0	69.8	76.3	73	37	61
Very	35.2	35.8	40.0	45	19	32
Somewhat	21.9	34.0	36.3	28	18	29
Not important	40.6	24.5	22.5	52	13	18
Discouraged	2.3	5.7	1.3	3	3	1
Black						
Important*	56.6	66.7	77.2	47	28	44
Very	36.1	38.1	43.9	30	16	25
Somewhat	20.5	28.6	33.3	17	12	19
Not important	41.1	28.5	22.9	34	12	13
Discouraged	2.4	4.8	0.0	2	2	0
	Job site visits					
White						
Important*	44.9[a,b]	42.1	52.1	320	167	272
Very	23.6	19.6	25.9	168	78	135
Somewhat	21.3	22.4	26.2	152	89	137
Not important	54.6	57.2	47.5	389	227	248
Discouraged	0.6	0.8	0.4	4	3	2
Minority						
Important	61.7[a]	58.5	72.5	79	31	58
Very	39.1	37.7	45.0	50	20	36
Somewhat	22.7	20.8	27.5	29	11	22
Not important	38.3	41.5	26.3	49	22	21
Discouraged	0.0	0.0	1.3	0	0	1
Black						
Important	66.3[b]	66.7	73.7	55	28	42
Very	41.0	40.5	45.6	34	17	26
Somewhat	25.3	26.2	28.1	21	11	16
Not important	33.7	33.3	26.3	28	14	15
Discouraged	0.0	0.0	0.0	0	0	0

a^{***}, b^{***}, c^{***}, d^{***}

Table VI-3. -- Importance of methods of counseling and career information programs in assisting selection of occupational training, by racial/ethnic groups, and by N-M-T category: Sample of AVTS students, United States, Spring 1976 (Continued)

Race and importance	Career education					
	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
White						
Important***	39.6[c,d]	48.1	56.1	282	191	293
Very	18.2	21.7	25.3	130	86	132
Somewhat	21.3	26.4	30.8	152	105	161
Not important	59.5	50.4	43.5	424	200	227
Discouraged	1.0	1.5	0.4	7	6	2
Minority						
Important***	56.3[c]	73.6	83.8	72	39	67
Very	43.8	58.5	48.8	56	31	39
Somewhat	12.5	15.1	35.0	16	8	28
Not important	39.8	24.5	15.0	51	13	12
Discouraged	3.9	1.9	1.3	5	1	1
Black						
Important***	61.5[d]	73.8	86.0	51	31	39
Very	45.8	57.1	50.9	38	24	29
Somewhat	15.7	16.7	35.1	13	7	20
Not important	34.9	23.8	14.1	29	10	8
Discouraged	3.6	2.4	0.0	3	1	0

a^{***}, b^{***}, c^{***}, d^{***}

Table VI-4. -- Response of educational personnel when asked if special support activities are needed for women training for non-traditional occupations, by school level and sex of personnel: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Educational personnel	Response			
	(percent)		(number)	
	Yes	No	Yes	No
TOTAL	74.4	25.7	116	40
Counselors	92.3	7.7	36	3
Postsecondary	92.9	7.1	13	1
Secondary	92.0	8.0	23	2
Men	67.2	32.8	80	39
Women	97.3	2.7	36	1
Postsecondary	62.7	37.3	52	31
Secondary	87.7	12.3	64	9

Table VI-5. -- Availability of counseling and career information programs, by type of program and school level: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Program	Program is available					
	All school personnel		Secondary personnel		Postsecondary personnel	
	Yes	No	Yes	No	Yes	No
	(percent)					
Individual counseling	96.0	4.0	94.4	5.6	97.5	2.5
Group counseling (men and women)	51.5	48.5	53.7	46.3	49.3	50.7
Group counseling (women only)	42.1	57.9	37.3	62.7	46.8	53.2
Counseling with potential employer	63.5	36.5	61.8	38.2	65.2	34.8
Securing parental support	53.7	46.3	77.3	22.7	26.3	73.7
Talking with successful women in the field	62.8	37.2	57.6	42.4	68.3	31.7
	(number)					
Individual counseling	145	6	68	4	77	2
Group counseling (men and women)	69	65	36	31	33	34
Group counseling (women only)	51	70	22	37	29	33
Counseling with potential employer	87	50	42	26	45	24
Securing parental support	66	57	51	15	15	42
Talking with successful women in the field	81	48	38	28	43	20

Table VI-6. -- Importance of individual counseling in assisting selection of occupational training, by age of student and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age and importance of individual counseling	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
17-19 years						
Important**	58.8[a]	59.3	70.5[b]	167	115	194
Somewhat	26.4	26.3	29.8	75	51	82
Very	32.4	33.0	40.7	92	64	112
Not important	35.9	37.6	24.7	102	73	68
Discouraging	5.3	3.1	4.7	15	6	13
20 years						
Important	52.9	64.3	43.0	55	45	34
Somewhat	26.9	24.3	20.3	28	17	16
Very	26.0	40.0	22.8	27	28	18
Not important	45.2	31.4	53.2	47	22	42
Discouraging	1.9	4.3	3.8	2	3	3
21-24 years						
Important	48.3	48.6	49.0	69	35	51
Somewhat	22.4	30.6	19.2	32	22	20
Very	25.9	18.1	29.8	37	13	31
Not important	45.5	51.4	47.1	65	37	49
Discouraging	6.3	0.0	3.8	9	0	4
25-29 years						
Important **	41.7	43.2	68.0	53	16	34
Somewhat	23.6	27.0	38.0	30	10	19
Very	18.1	16.2	30.0	23	6	15
Not important	55.1	54.1	32.0	70	20	16
Discouraging	3.1	2.7	0.0	4	1	0
30 years and over						
Important	35.6[a]	53.2	44.8[b]	53	33	39
Somewhat	19.5	30.6	25.3	29	19	22
Very	16.1	22.6	19.5	24	14	17
Not important	63.8	41.9	51.7	95	26	45
Discouraging	0.6	4.8	3.4	1	3	3

Nt x^{2***}, Trad x^{2***}, a^{***}, b^{***}

Table VI-7 . -- Importance of individual counseling in assisting selection of non-traditional vocational training, by students and educational personnel: Sample of AVTS students and secondary and postsecondary educational personnel, United States, Spring 1976

Respondents	Importance of individual counseling					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Students	25.2	24.5	50.2	217	211	72
	Perceptions of importance of individual counseling in decision-making					
Educational personnel	70.5	27.5	2.0	105	41	3
Counselors	75.0	22.7	2.3	33	10	1
Other educational personnel	68.6	29.5	1.9	72	31	2
	Perception of importance as a support activity					
Educational personnel	71.7	27.0	1.3	109	41	2
Counselors	76.7	23.3	--	33	10	--
Other educational personnel	69.7	28.4	1.8	76	31	2

Table VI-8. -- Importance of group counseling (women only) in assisting in selection of or support for non-traditional vocational training, by students and educational personnel: Sample of AVTS students, and secondary and postsecondary educational personnel, United States, Spring 1976

Respondents	Importance of group counseling (women only)					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Students	4.4	13.8	81.8	38	119	703
	Perceptions of importance of decision-making					
Educational personnel	39.6	45.8	14.6	57	66	21
Counselors	52.5	42.5	5.0	21	17	2
Other educational personnel	34.6	47.1	18.3	36	49	19
Men	33.6	49.6	16.8	38	56	19
Women	61.3	32.3	6.5	19	10	2
	Perceptions as a support activity					
Educational personnel	36.4	49.5	14.0	39	53	15
Counselors	48.6	45.7	5.7	17	16	2
Other educational personnel	30.5	51.4	18.1	22	37	13
Men	31.3	55.0	13.8	25	44	11
Women	51.9	33.3	14.8	14	9	4

Table VI-9. -- Importance of group counseling (women only) in assisting selection of occupational training by age of student and N-M-T category: Sample of AVTS Students, United States, Spring 1976

Age and importance of group counseling (women)	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
17 - 19 years						
Important ***	18.3	20.6	30.5	52	40	84
Very	4.6	3.6	6.5	13	7	18
Somewhat	13.7	17.0	24.0	39	33	66
Not important	77.5	78.4	67.6	220	152	186
Discouraging	4.2	1.0	1.8	12	2	5
20 years						
Important **	17.3	18.6	35.4	18	13	28
Very	4.8	5.7	6.3	5	4	5
Somewhat	12.5	12.9	29.1	13	9	23
Not important	76.9	80.0	63.3	80	56	50
Discouraging	5.8	1.4	1.3	6	1	1
21 - 24 years						
Important	22.4	15.3	23.0	32	11	24
Very	3.5	4.2	3.8	5	3	4
Somewhat	18.9	11.1	19.2	27	8	24
Not important	75.5	81.9	76.0	108	59	1
Discouraging	2.1	2.8	1.0	3	2	79
25 - 29 years						
Important	22.8	10.8	26.0	29	4	13
Very	5.5	2.7	4.0	7	1	2
Somewhat	17.3	8.1	22.0	22	3	11
Not important	74.8	89.2	74.0	95	33	37
Discouraging	2.4	0.0	0.0	3	0	0
30 years and over						
Important	11.5ø	15.8	16.1ø	17	10	14
Very	3.4	6.3	6.9	5	4	6
Somewhat	8.1	9.5	9.2	12	6	8
Not Important	85.9	82.5	82.8	128	52	72
Discouraging	2.7	1.6	1.1	4	1	1

Nt ø*, Trad ø*

Table VI-10. -- Importance of group counseling of men and women in assisting selection of occupational training, by age of student and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age and importance of group counseling (men and women)	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
17-19 years						
Important	22.5	26.3	28.0	64	51	77
Very	6.0	3.6	5.8	17	7	16
Somewhat	16.6	22.7	22.2	47	44	61
Not important	75.7	72.2	71.3	215	140	196
Discouraged	1.8	1.6	.007	5	3	2
20 years						
Important	20.2	20.0	21.5	21	14	17
Very	5.8	5.7	2.5	6	4	2
Somewhat	14.4	14.3	19.0	15	10	15
Not important	75.0	80.0	77.2	78	56	61
Discouraged	4.8	0.0	1.3	5	0	1
21-24 years						
Important	24.5	13.9	27.9	35	10	29
Very	7.7	5.6	6.7	11	4	7
Somewhat	16.8	8.3	21.2	24	6	22
Not important	75.5	83.3	72.1	108	60	75
Discouraged	0.0	2.8	0.0	0	2	0
25-29 years						
Important	19.7	16.2	24.0	25	6	12
Very	3.2	0.0	4.0	4	0	2
Somewhat	16.5	16.2	20.0	21	6	10
Not important	79.5	83.8	76.0	101	31	38
Discouraged	.008	---	0.0	1	--	--
30 years and over						
Important	12.1ø	14.3	8.0	18	9	7
Very	2.0	3.2	3.5	3	2	3
Somewhat	10.1	11.1	4.6	15	7	4
Not important	87.3	84.1	89.7	130	53	78
Discouraged	.007	1.6	2.3	1	1	2

Trad x^{2**}, Nt ø***

Table VI-11. -- Importance of group counseling (men and women) in assisting selection of or support for non-traditional training, by students and educational personnel: Sample of AVTS students and secondary and postsecondary educational personnel, United States, Spring 1976

Respondents	Importance of group counseling (men and women)					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Students	5.2	15.5	79.3	45	133	682
	Perception of importance in decision-making					
Educational personnel	49.3	43.9	6.8	73	65	10
Counselors	57.1	40.5	2.4	24	17	1
Other educational personnel	46.2	45.3	8.5	49	49	9
Men	45.1	47.8	7.1	51	54	8
Women	62.9	31.4	5.7	22	11	2
	Perceptions of importance as a support activity					
Educational personnel	54.1	37.8	8.1	73	51	11
Counselors	63.4	36.6	--	26	15	0
Other educational personnel	50.0	38.3	11.7	47	36	11
Men	48.0	43.1	8.8	49	44	9
Women	72.7	21.2	6.1	24	7	2

Table VI-12.--Importance of visiting a job site as a method of assisting selection of training, by age of student and by N-M-T category: Sample of AVTS students, United States, Spring 1976

Age and importance of job site visit	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
17-19 years						
Important*	55.6	51.0	64.0	158	99	176
Very	28.9	26.3	29.8	82	51	82
Somewhat	26.8	24.7	34.2	76	48	94
Not important	43.7	48.5	34.3	124	94	97
Discouraged	0.7	0.5	0.7	2	1	2
20 years						
Important	53.9	52.9	56.4	56	37	44
Very	35.6	24.3	30.8	37	17	24
Somewhat	18.3	28.6	25.6	19	20	20
Not important	46.2	47.1	43.6	48	33	34
Discouraged	0.0	0.0	0.0	0	0	0
21-24 years						
Important	44.1	41.7	49.0	63	30	51
Very	24.5	22.2	26.9	35	16	28
Somewhat	19.6	19.4	22.1	28	14	23
Not important	55.9	55.6	51.0	80	40	53
Discouraged	0.0	2.8	0.0	0	2	0
25-29 years						
Important	42.5	37.8	56.0	54	14	28
Very	22.0	16.2	36.0	28	6	18
Somewhat	20.5	21.6	20.0	26	8	10
Not important	57.5	62.2	44.0	73	23	22
Discouraged	0.0	0.0	0.0	0	0	0
30 years and over						
Important	32.2	20.6	27.6	48	13	24
Very	17.4	11.1	16.1	26	7	14
Somewhat	14.8	9.5	11.5	22	6	10
Not important	67.1	77.8	71.3	100	49	62
Discouraged	0.7	1.6	1.1	1	1	1

Nt x^{2***}, Trad x^{2***}

Table VI-13. -- Importance of employer related activities in assisting selection of or support for non-traditional training, by type of activity, by students and educational personnel: Sample of AVTS students and secondary and postsecondary educational personnel, United States, Spring 1976

Activity and respondents	Importance of decision-making					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Visiting job sites						
Students	25.8	21.7	52.5	222	187	451
Educational personnel	59.4	38.1	2.6	92	59	4
Counselors	61.9	38.0	--	26	16	0
Other personnel	58.4	38.1	3.5	66	43	4
Secondary	64.9	38.1	--	50	27	--
Postsecondary	53.8	41.0	5.1	42	32	4
Having industry representative visit class						
Students	15.2	18.0	66.7	131	155	574
Educational Personnel	40.3	54.5	5.2	62	84	8
Counselors	32.6	62.8	4.7	14	27	2
Other educational personnel	43.2	51.4	5.4	48	57	6
Secondary	16.4	76.7	9.6	12	56	7
Postsecondary	11.4	57.1	31.4	8	40	22
	Importance as support activity					
Counseling with potential employer						
Educational personnel	65.4	31.5	3.1	85	41	4
Counselors	58.8	41.2	--	20	14	0
Other educational personnel	67.7	28.1	4.2	65	27	4
Secondary	61.9	36.5	1.6	39	23	1
Postsecondary	68.6	26.8	4.5	46	18	3

Table VI-14. -- Importance of parental involvement in assisting student to select non-traditional training and supporting student, by perceptions of educational personnel: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Respondents	Importance of consultation with parents as decision-making activity					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Educational personnel	12.4	66.9	20.7	18	97	30
Counselors	7.5	75.0	17.5	3	30	7
Other educational personnel	14.3	63.8	21.9	15	67	23
Secondary	16.0	74.7	9.3	12	56	7
Postsecondary	8.6	58.6	32.9	6	41	23
Men	11.4	66.7	21.9	13	76	25
Women	16.1	67.7	16.1	5	21	5
	Importance of securing parental support					
Educational personnel	48.8	37.8	13.4	62	48	17
Counselors	45.9	45.9	8.1	17	17	3
Other educational personnel	50.0	34.4	15.6	45	31	14
Secondary	59.7	38.8	1.5	40	26	1
Postsecondary	36.7	36.7	26.7	22	22	16
Men	51.0	33.3	15.6	49	32	15
Women	41.9	51.6	6.5	13	16	2

Table VI-15. -- Importance of career education in assisting students to select non-traditional training, by students and educational personnel: Sample of AVTS students and secondary and postsecondary educational personnel, United States, Spring 1976

Respondents	Importance of career education in decision-making					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Students	22.2	20.5	57.3	191	176	493
	Perceptions of importance					
Educational personnel	43.5	54.5	1.9	67	84	3
Counselors	47.6	52.4	--	20	22	--
Other educational personnel	42.0	55.4	2.7	47	62	3
Secondary	48.7	50.0	1.3	37	38	1
Postsecondary	38.5	59.0	2.6	30	46	2

Table VI-16. -- Importance of career orientation in assisting students to select non-traditional training, by students and educational personnel: Sample of AVTS students and secondary and postsecondary educational personnel, United States, Spring 1976

Respondents	Importance of career orientation					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Students	16.7	18.5	64.8	144	159	557
	Perceptions of importance					
Educational personnel	43.3	53.5	3.2	68	84	5
Counselors	41.5	56.1	2.4	17	23	1
Other educational personnel	44.0	52.6	3.4	51	61	4
Secondary	44.7	52.6	2.6	34	40	2
Postsecondary	42.0	54.3	3.7	34	44	3

Table VI-17. -- Importance of career education as a factor influencing students selection of training, by age and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age and importance	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
17-19 years						
Important ***	53.2	61.9	69.5	151	120	191
Very	25.0	29.4	29.1	71	57	80
Somewhat	28.2	32.5	40.4	80	63	111
Not important	43.3	36.6	30.2	123	71	83
Discouraging	3.5	1.5	0.4	10	3	1
20 years						
Important *	43.3	47.1	59.5	45	33	47
Very	22.1	25.7	25.3	23	18	20
Somewhat	21.2	21.4	34.2	22	15	27
Not important	55.8	51.4	40.5	58	36	32
Discouraging	1.0	1.4	0.0	1	1	0
21-24 years						
Important	42.7	47.2	53.8	61	34	56
Very	19.6	29.2	26.9	23	21	28
Somewhat	23.1	18.1	26.9	33	13	28
Not important	57.3	50.0	45.2	82	36	47
Discouraging	0.0	2.8	1.0	0	2	1
25-29 years						
Important **	34.6	37.8	56.0	44	14	28
Very	24.4	16.2	36.0	31	6	18
Somewhat	10.2	21.6	20.0	13	8	10
Not important	65.4	62.2	44.0	83	23	22
Discouraging	0.0	0.0	0.0	0	0	0
30 years or more						
Important	28.9	38.1	34.5	43	24	30
Very	16.8	20.6	20.7	25	13	18
Somewhat	12.1	17.5	13.8	18	11	12
Not important	71.1	60.3	64.4	106	38	56
Discouraging	0.0	1.6	1.1	0	1	1

Nt x^{2***}, Trad x^{2***}

Table VI-18. -- Importance of career orientation as a factor influencing students selection of training, by age and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age and importance	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
17-19 years						
Important***	45.4	48.5	60.7	129	94	167
Very	17.3	26.8	24.4	49	52	67
Somewhat	28.2	21.7	36.4	80	42	100
Not important	53.5	50.5	38.5	152	98	106
Discouraging	1.1	1.0	0.7	3	2	2
20 years						
Important	38.5	42.9	41.8	40	30	33
Very	21.2	20.0	16.5	22	14	13
Somewhat	17.3	22.9	25.3	18	16	20
Not important	60.6	55.7	58.2	63	39	46
Discouraging	1.0	1.4	--	1	1	0
21-24 years						
Important *	32.2	33.3	47.1	46	24	49
Very	16.8	15.3	21.2	24	11	22
Somewhat	15.4	18.1	26.0	22	13	27
Not important	67.8	65.3	52.9	97	47	55
Discouraging	--	1.4	--	0	1	0
25-29 years						
Important***	23.6	35.1	50.0	30	13	25
Very	15.8	13.5	30.0	20	5	15
Somewhat	7.9	21.6	20.0	10	8	10
Not important	74.8	64.9	50.0	95	24	25
Discouraging	1.6	--	--	2	0	0
30 years or more						
Important	29.5	27.0	32.2	44	17	28
Very	18.8	9.5	21.8	28	6	19
Somewhat	10.7	17.5	10.3	16	11	9
Not important	70.5	69.8	67.8	105	44	59
Discouraging	--	3.2	--	0	2	0

Nt x^2***, Trad x^2***

Table VI-19. -- Response of educational personnel on the importance of talking with women who have successfully "made it" in non-traditional jobs as a technique to support women in non-traditional training, by position of educational personnel: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Respondents	Importance of talking with women					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
All Educational Personnel	81.3	16.4	2.2	109	22	3
Counselors	78.4	21.6	--	29	8	0
Other educational personnel	82.5	14.4	3.1	80	14	3
Men	78.4	18.6	2.9	80	19	3
Women	90.6	9.4	--	29	3	0
Secondary	80.9	19.1	--	55	13	0
Postsecondary	81.8	13.6	4.5	54	9	3

Table VI-20. -- Importance of vocational testing in assisting students selection of non-traditional training, by age: Sample of AVTS students, United States, Spring 1976

Age	Importance of vocational testing				
	Total	Important: Very	Important: Somewhat	Not important	Discouraging
	-- (percent) --				
17-19 years	45.9	31.8	14.2	52.1	1.9
20 years	39.2	26.5	12.7	59.8	1.0
21-24 years	39.1	25.6	13.5	60.9	--
25-29 years	32.4	14.4	18.0	66.7	0.9
30 years or older	35.0	12.0	23.1	62.4	2.6
	-- (number) --				
17-19 years	120	83	37	136	5
20 years	40	27	13	61	1
21-24 years	52	34	18	81	0
25-29 years	36	16	20	74	1
30 years or older	41	14	27	73	3

Table VI-21. -- Importance of vocational testing in assisting students' selection of non-traditional training, by students and educational personnel: Sample of AVTS students and secondary and postsecondary educational personnel, United States, Spring 1976

Respondents	Importance of vocational testing					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Students	12.4	22.3	65.2[a]	107	192	561
	Perceptions of importance					
Educational personnel	26.3	61.0	12.7[a]	31	72	15

[a]***

Table VI-22. -- Vocational testing policy, by secondary and postsecondary schools: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Testing policy (Response of educational personnel)	School level			
	Secondary	Postsecondary	Secondary	Postsecondary
	(percent)		(number)	
Require testing	24.6	12.0	29	12
Encourage testing	43.2	42.0	51	42
Testing on request	32.2	46.0	38	46

Table VI-23. -- Student test utilization where tests are not mandatory, by secondary and postsecondary schools: Sample of secondary and postsecondary educational personnel, United States, Spring 1976

Percent of student body taking tests	Respondents school level					
	Total	Secondary	Postsecondary	Total	Secondary	Postsecondary
	(percent)			(number)		
Less than 25%	54.9	37.8	71.7	50	17	33
25-50%	20.9	24.4	7.4	19	11	8
51-75%	7.7	8.9	6.5	7	4	3
76-100%	16.5	28.9	4.3	15	13	2

Table VII-1. -- Preparation in high school for postsecondary program, by N-M-T category: Sample of AVTS students, United States, Spring 1976

High school did prepare (student response)	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(Percent)			(Number)		
Yes	13.3	18.3	34.4	114	81	209
No***	54.0	34.8	24.5	464	154	149
A little	32.7	47.0	41.0	281	208	249

x^{2***}

Table VII-2. -- High School curriculum, by N-M-T category: Sample of AVTS students, United States, Spring 1976

	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(Percent)			(Number)		
College preparatory	37.1	35.5	29.6	318	159	181
General education	33.5	25.9	28.5	287	116	174
Vocational education	29.3	38.6	41.9	251	173	256

x^{2***}

Table VII-3. -- Broad classification of high school vocational education, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Classification	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(Percent)			(Number)		
Business ***	54.2	68.2	72.7	136	118	186
Health **	4.0	2.3	11.3	10	4	29
Home economics***	12.0	10.4	6.3	30	18	16
Distributive education ***	11.6	3.5	3.5	29	6	9
Technical	7.6	5.2	0.8	19	9	2
Trade and industrial	3.6	2.3	1.2	9	4	3
Agricultural	2.4	0.0	0.4	6	0	1
Other vocational education (nec)	4.8	8.1	3.9	12	14	10

Table VII-4. -- Preparation in high school for present program, by high school curriculum and N-M-T category: Sample of AVTS students, United States, Spring 1976

High school curriculum	High school prepared student								
	Non-traditional			Mixed			Traditional		
	Yes	No	A Little	Yes	No	A Little	Yes	No	A Little
	-- (percent) --								
College preparatory***	17.3	46.7	36.1	16.1	30.3	53.6	30.0	21.7	48.3
General education***	7.1	63.7	29.2	7.0	53.5	39.5	19.1	30.4	50.6
Vocational education***	15.5	51.8	32.7	27.4	26.2	46.4	48.8	22.2	29.0
Trades and industrial, technical and agricultural	35.3	32.4	32.4	8.3	25.0	66.7	20.0[a]	---	80.0
Distributive	23.1	42.3	34.6	---	16.7	83.3	44.4	22.2	33.3
Home economics, health and business	11.6	56.1	32.4	31.6	27.2	41.2	50.9[a]	21.4	27.7
Other voc. ed.(n.e.c.)	---	66.7	33.3	14.3	21.4	64.3	20.0	50.0	30.0
	-- (number) --								
College preparatory	54	146	113	25	47	83	54	39	87
General education	20	179	82	8	61	45	32	51	85
Vocational education	38	127	80	46	44	78	121	55	72
Trade and industrial, technical and agricultural	12	11	11	1	3	8	1	--	4
Distributive	6	11	9	--	1	5	4	2	3
Home economics, health and business	20	97	56	43	37	56	114	48	62
Other voc. ed.(n.e.c.)	--	8	4	2	3	9	2	5	3

Nt x^{2***}, Trad x^{2***}
a^{*}

Table VII-5. -- Relationship of training in high school to postsecondary program, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Relationship of high school training to present program	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Matching programs***	6.2	19.0	25.8	53	86	158
Programs do not match	93.8	81.0	74.2	807	366	454

Table VII-6. -- Preparation in high school, by relationship of high school training to postsecondary program, by N-M-T category: Sample of AVTS students, United States, Spring 1976

High school did prepare (Percent of students)	High school training matches the present program					
	Non-traditional		Mixed		Training	
	Match	No Match	Match	No Match	Match	No Match
Yes	40.4	11.5[a]	36.5	14.0	64.3	24.0[a]
No	23.1	56.0[b]	18.8	38.5	7.6	30.4[b]
A little	36.5	32.5	44.7	47.5	28.0	45.6
	(number)					
Yes	21	93	31	50	101	108
No	12	452	16	138	12	137
A little	19	262	38	170	44	205

x^{2**} , Nt x^{2***}, Trad x^{2***}
a^{***}, b^{***}

Table VII-7. -- Preparation in high school for postsecondary program, by age and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age	High school did prepare								
	Non-traditional			Mixed			Traditional		
	Yes	No	A little	Yes	No	A little	Yes	No	A little
	(percent)								
17 - 19 years	16.9	44.4[a]	38.7	19.5	32.6	47.9	39.9	17.9[a]	42.1
20 years	13.5	59.6[b]	26.9	14.5	29.0	56.5	25.3	30.4[b]	44.3
21 - 24 years	8.4	58.0[c]	33.6	18.3	45.1	36.6	31.7	39.4[c]	28.8
25 - 29 years	8.7	61.4[d]	29.9	22.2	27.8	50.0	32.0	22.0[d]	46.0
30 years and over	16.2	56.1[e]	27.7	19.4	37.1	43.5	31.0	25.0[e]	44.0
	(number)								
17 - 19 years	48	126	110	37	62	91	109	49	115
20 years	14	62	28	10	20	39	20	24	35
21 - 24 years	12	83	48	13	32	26	33	41	30
25 - 29 years	11	78	38	8	10	18	16	11	23
30 years and over	24	83	41	12	23	27	26	21	37

Nt x^{2**} , Trad x^{2**}, a^{***}, b^{***}, c^{**}, d^{***}, e^{***}

Table VII-8. -- Preparation in high school for present program, by race and N-M-T category: Sample of AVTS students, United States, Spring 1976

Race	High school did prepare								
	Non-traditional			Mixed			Traditional		
	Yes	No	A Little	Yes	No	A Little	Yes	No	Little
	(percent)								
White	13.9	52.3[a,c]	33.8	19.0	35.2	45.8	33.8	25.1[a]	41.1
Minority	10.2	63.3[c,b]	26.6	13.5	32.7	53.8	40.5	19.0[b]	40.5
Black	10.8	62.7[d]	26.5	14.3	33.3	52.4	37.5	25.0[d]	37.5
	(number)								
White	99	373	241	74	137	178	175	130	213
Minority	13	81	34	7	17	28	32	15	32
Black	9	52	22	6	14	22	21	14	21

a^{***}, b^{***}, c^{*} d^{***}

Table VII-9. -- Preparation in high school for postsecondary program, by household income, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Household income	High school did prepare								
	Non-traditional			Mixed			Traditional		
	Yes	No	A little	Yes	No	A little	Yes	No	A little
	(percent)								
$0 - 5,000	9.5	69.0[a]	21.6	5.2	29.3	65.5	32.1	25.0[a]	42.9
$5 - 10,000	9.7	60.0[b]	30.3	21.6	35.1	43.2	34.0	23.7[b]	42.3
$10 - 15,000	19.6	48.6[c]	31.8	25.0	26.5	48.4	36.0	24.3[c]	39.7
$15,000 and over	13.2	50.6[d]	36.2	17.9	36.4	45.7	33.2	24.7[d]	42.1
	(number)								
$0 - 5,000	11	80	25	3	17	38	18	14	24
$5 - 10,000	14	87	44	16	26	32	33	23	41
$10 - 15,000	29	72	47	16	17	31	49	33	54
$15,000 and over	42	61	115	29	59	74	63	47	80

Nt x^{2***}, a^{***}, b^{***}, c^{***}, d^{***}

Table VII-10. -- Preparation in high school for present program, by urban/rural location and N-M-T category: Sample of AVTS students, United States, Spring 1976

Location	High school did prepare								
	Non-traditional			Mixed			Traditional		
	Yes	No	A Little	Yes	No	A Little	Yes	No	A Little
	(percent)								
Urban	11.7	56.9[a]	31.4	16.4	38.5	45.1	30.2	27.5[a]	42.3
Rural	18.2	45.0[b]	36.8	22.3	26.1	51.5	42.9	18.7[b]	38.4
	(number)								
Urban	76	370	204	50	117	137	122	111	171
Rural	38	94	77	31	37	71	87	38	78

Nt x^{2**}, Trad x^{2**}
a^{***}, b^{***}

Table VII-11. -- Number of math semesters completed in high school, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Math semesters completed	Non-traditional	Mixed	Tradi-tional	Non-traditional	Mixed	Tradi-tional
	(percent)			(number)		
0-2	29.1	26.5	31.8	240	118	188
3-4	36.9	34.6	39.0	305	154	231
5 or more	34.0	38.9	29.2	281	173	173

Table VII-12. -- Number of math and science semesters completed in high school, by course and by N-M-T category: Sample of AVTS students, United States, Spring 1976

Course	Number of semesters completed								
	Non-traditional			Mixed			Traditional		
	0	1-2	3 or more	0	1-2	3 or more	0	1-2	3 or more
	(percent)								
Math	.8	28.2	70.9ø	1.1	25.4	73.5	0.2	31.6	68.2ø
Biology	9.2	84.0	6.8	6.7	87.4	5.9	4.4	89.2	6.4
Chemistry	51.3	46.4	2.4	47.9	50.2	1.9	46.6	52.9	0.4
Physics	78.3	20.7	1.0	77.5	21.7	0.7	80.7	18.7	0.6
General science	22.8	71.7	5.5	24.8	71.5	3.7	24.9	71.2	3.9
Earth science	48.0	50.9	1.1	45.9	53.0	1.1	44.9	54.3	0.8
Other science	82.7	14.7	2.6	80.0	19.5	0.5	74.7	23.8	1.5
	(number)								
Math	7	233	586	5	113	327	1	187	404
Biology	70	641	34	27	354	24	24	487	35
Chemistry	310	280	14	152	159	6	192	218	2
Physics	389	103	5	207	58	2	280	65	2
General science	142	446	34	81	233	12	109	312	17
Earth science	253	268	6	130	150	3	169	204	3
Other science	315	56	10	176	43	1	198	63	4

Both ø***

Table VII-13. -- Number of math semesters completed in high school, by high school curriculum and N-M-T category: Sample of AVTS students, United States, Spring 1976

High school curriculum and semesters completed (percent of students)	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
College preparatory						
0-2	13.4	10.3	14.1	42	16	25
3-4	34.8	28.9	36.7	109	45	65
5 or more	51.8	60.9	49.2	162	95	87
General education						
0-2	35.9	36.3	34.7	99	41	58
3-4	38.0	38.9	37.7	105	44	63
5 or more	26.0	24.8	27.6	72	28	46
Vocational education						
0-2	41.1	33.7	42.1	97	58	104
3-4	38.6	37.8	41.7	91	65	103
5 or more	20.3	28.5	16.2	48	49	40

Nt x^{2***}, Trad x^{2***}

Table VII-14. -- Number of science semesters completed in high school, by high school curriculum and N-M-T category: Sample of AVTS students, United States, Spring 1976

High school curriculum and number of semesters	College preparatory	General	Vocational	College preparatory	General	Vocational
	(percent)			(number)		
Non-traditional						
0-2	13.5	28.6	32.7	43	82	82
3-4	31.5	33.4	33.1	100	96	83
5 and above	55.0	38.0	34.3	175	109	86
Mixed						
0-2	9.4	21.6	26.0	15	25	45
3-4	30.8	38.8	42.8	49	45	74
5 and above	59.8	39.7	31.2	95	46	54
Traditional						
0-2	12.2	29.7	32.2	22	36	82
3-4	26.0	35.1	35.7	47	61	91
5 and above	61.9	44.3	32.2	112	77	82

Table VII-15. -- Total semesters of math and science semesters completed in high school, by high school curriculum and by N-M-T category: Sample of AVTS students, United States, Spring 1976

High school curriculum and number of semesters	College preparatory	General	Vocational	College preparatory	General	Vocational
	(percent)			(number)		
Non-traditional						
0-4	3.8	15.8	23.2	12	46	58
5-8	29.2	45.9	40.0	93	134	100
9 and above	67.0	38.4	36.8	213	112	92
Mixed						
0-4	1.9	14.7	15.9	3	17	27
5-8	23.3	42.2	47.6	37	49	81
9 and above	74.8	43.1	36.5	119	50	62
Traditional						
0-4	5.5	20.6	22.3	10	24	57
5-8	26.0	55.9	43.8	47	78	112
9 and above	68.5	23.5	34.0	124	72	87

Table VII-16. -- Number of math semesters completed in high school, by student age, and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age (in years)	Math semesters completed (percent)								
	Non-traditional			Mixed			Traditional		
	0-2	3-4	5 or more	0-2	3-4	5 or more	0-2	3-4	5 or more
17-19	28.2	33.1	38.7	26.8	30.9	42.3	33.6	35.4	31.0
20	26.9	47.1	26.0	24.3	30.0	45.8	32.9	40.5	26.6
21-24	34.3	31.5	34.3	38.9	31.9	29.2	29.8	48.1	22.1
25-29	28.3	40.9	30.7	16.2	37.8	45.9	44.0	30.0	26.0
30 and over	39.6	30.9	29.5	25.4	50.8	23.8	36.8	32.2	31.0
	(number)								
17-19	80	94	110	52	60	82	92	97	85
20	28	49	27	17	21	32	26	32	21
21-24	49	45	49	28	23	21	31	50	23
25-29	36	52	39	6	14	17	22	15	13
30 and over	59	46	44	16	32	15	32	28	27

Nt x^{2*}

Table VII-17. -- Number of science semesters completed in high school, by student age, and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age (in years)	Science semesters completed (percent)								
	Non-traditional			Mixed			Traditional		
	0-2	3-4	5 or more	0-2	3-4	5 or more	0-2	3-4	5 or more
17-19	21.5	25.6	43.0	18.0	40.2	41.8	23.7	32.5	43.8
20	22.1	33.7	44.2	21.5	35.7	42.9	19.0	34.2	46.8
21-24	19.6	29.4	51.1	16.7	38.9	44.4	18.3	30.8	51.0
25-29	27.6	32.3	40.2	16.2	24.3	59.5	18.0	36.0	46.0
30 and over	36.9ø	26.2	36.9	23.8	39.7	36.5	31.0ø	29.9	39.1
	(number)								
17-19	61	101	122	35	78	81	65	89	120
20	23	35	46	15	25	30	15	27	37
21-24	28	42	73	15	28	32	19	32	53
25-29	35	41	51	6	9	22	9	18	23
30 and over	55	39	55	15	25	23	27	26	34

Nt x^{2*}, Nt ø***; Tradø***

Table VII-18. -- Total semesters of math and science completed in high school, by student age and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age (in years)	Math and science semesters completed (percent)								
	Non-traditional			Mixed			Traditional		
	0-4	5-8	9 or more	0-4	5-8	9 or more	0-4	5-8	9 or more
17-19	11.3	37.0	51.8	7.7	41.8	50.5	16.1	37.6	46.4
20	11.5	35.6	52.9	12.8	25.7	61.4	10.1	45.6	44.3
21-24	9.8	32.2	53.1	15.3	33.3	51.4	8.7	40.4	51.0
25-29	15.7	36.2	48.0	10.8	27.0	62.2	16.0	40.0	44.0
30 and over	23.5	36.2	40.3	11.1	50.8	38.1	23.0	32.2	44.8
	(number)								
17-19	32	104	147	15	81	98	44	103	127
20	12	37	55	9	18	43	8	36	35
21-24	14	53	76	11	24	37	9	42	53
25-29	20	46	61	4	10	23	8	20	7
30 and over	35	54	60	7	32	24	20	28	39

Table VII-19. -- Number of math semesters completed in high school, by racial/ethnic group, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Racial/ethnic group	Math semesters completed								
	Non-traditional			Mixed			Traditional		
	0-2	3-4	5 or more	0-2	3-4	5 or more	0-2	3-4	5 or more
	(percent)								
White	32.1	33.2	34.6	25.7	33.8	40.5	28.4	39.5	32.1
Minority	32.2[a]	47.1	20.7	32.0	40.0	28.0	51.9[a]	36.7	11.4
Black	33.8	46.8	19.5	30.0	45.0	25.0	46.4	42.9	10.7
	(number)								
White	234	242	252	101	133	159	143	199	162
Minority	39	57	25	16	20	14	41	29	9
Black	26	36	15	12	18	10	26	24	6

Nt x^{2**}, Trad x^{2***}, a^{**}

Table VII-20. -- Number of science semesters completed in high school, by racial/ethnic group, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Racial/ethnic group	Science semesters completed								
	Non-traditional			Mixed			Traditional		
	0-2	3-4	5 or more	0-2	3-4	5 or more	0-2	3-4	5 or more
	(percent)								
White	22.4	33.4	44.1	18.9	37.0	44.1	21.8	32.2	46.0
Minority	32.8	28.9	38.3	22.6	37.7	39.6	28.8	35.0	36.3
Black	36.1	25.3	38.6	23.8	26.3	29.8	28.1	38.6	33.3
	(number)								
White	160	238	315	75	147	175	114	168	240
Minority	42	37	49	12	20	21	23	28	28
Black	30	21	32	10	15	17	16	22	19

Nt x^{2*}

Table VII-21. -- Number of math semesters completed in high school, by urban/rural location, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Semesters of math completed	Location					
	Non-traditional		Mixed		Traditional	
	Urban	Rural	Urban	Rural	Urban	Rural
	(percent)					
0-2	26.7[a,c]	35.4[c]	28.1	22.9	34.2[a]	26.4
3-4	39.1	30.2[b]	36.6	30.0	36.0	45.2[b]
5 or more	34.2	34.4	35.3	47.1	29.8	28.4
	(number)					
0-2	165	68	85	32	132	52
3-4	241	58	111	42	139	89
5 or more	211	66	107	66	115	56

Nt x^{2*}
a^{*}, b^{**}, c^{*}

Table VII-22. -- Preparation in high school for postsecondary program, by number of math semesters taken in high school, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Number of math semesters	Non-traditional			Mixed			Traditional		
	High school did prepare								
	Yes	No	A Little	Yes	No	A Little	Yes	No	A Little
	(percent)								
0 - 2	6.7	65.7[a]	27.6	15.7	46.1	38.3	39.3	24.7[a]	36.0
3 - 4	10.5	53.8[b]	35.7	16.5	32.2	51.3	35.4	25.3[b]	39.3
5 or more	22.1	44.1[c]	33.8	21.8	28.8	49.4	30.8	20.4[c]	48.8
	(number)								
0 - 2	16	157	66	18	53	44	73	46	67
3 - 4	32	164	109	25	49	78	81	58	90
5 or more	62	124	95	37	49	84	53	35	84

Nt x^{2***}, a^{***}, b^{***}, c^{***}

Table VII-23. -- Preparation in high school for postsecondary program, by number of science semesters taken in high school, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Number of science semesters taken	Non-traditional			Mixed			Traditional		
	High school did prepare								
	Yes	No	A little	Yes	No	A little	Yes	No	A little
	(percent)								
0 - 2	9.0	63.3[a]	27.6	19.5	39.0	41.5	33.8	23.0[a]	43.2
3 - 4	11.5	55.4[b]	33.1	16.8	38.9	44.3	38.3	23.0[b]	38.8
5 or more	17.0	47.7[c]	35.3	19.1	29.4	51.5	32.0	26.5[c]	41.5
	(number)								
0 - 2	18	133	58	16	32	34	47	32	60
3 - 4	32	154	92	28	65	74	75	45	76
5 or more	63	177	131	37	57	100	87	149	113

Nt x^{2**}, a^{***}, b^{***}, c^{***}

Table VII-24. -- Preparation in high school for postsecondary training, by total number of math and science semesters taken in high school, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Total math and science semesters taken	Non-traditional			Mixed			Traditional		
	High school did prepare								
	Yes	No	A little	Yes	No	A little	Yes	No	A little
	(percent)								
0 - 4	9.2	68.1[a]	22.7	17.0	46.8	36.3	35.6	25.6[a]	38.9
5 - 8	8.1	58.3[b]	33.6	18.7	39.6	42.6	37.4	22.6[b]	40.0
9 or more	18.4	46.8[c]	34.8	19.5	29.0	51.5	31.6	25.9[c]	42.6
	(number)								
0 - 4	11	81	27	8	22	17	32	23	35
5 - 8	26	187	108	30	67	72	88	53	94
9 or more	77	196	146	45	67	119	89	73	120

Nt x^{2***}, a^{***}, b^{***}, c^{***}

Table VII-25. -- Preparation in high school for present program, by total number of math and science semesters taken, by urban/rural location, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Location and number of semesters taken	High school did prepare								
	Non-traditional			Mixed			Traditional		
	Yes	No	A little	Yes	No	A little	Yes	No	A little
	(percent)								
Urban									
0-4	7.7	69.2[a]	23.1	13.5	43.2	43.2	34.3	26.9[a]	38.8
5-8	6.9	62.6[b,c]	30.5	16.1	40.3	43.5	33.5	26.1[c]	40.4
9 or more	16.6	48.9[d]	34.5	17.5	35.7	46.9	25.6	29.0[d]	45.5
Rural									
0-4	14.3	64.3[e]	21.4	24.5	39.6	35.8	39.1	21.7[e]	39.1
5-8	12.0	44.0[b,f]	44.0	22.2	37.8	40.0	45.9	14.9[f]	39.2
9 or more	23.6	40.6[g]	35.8	18.2	18.2	63.6	41.5	20.8[g]	37.7
	(number)								
Urban									
0-4	7	63	21	5	16	16	23	18	26
5-8	17	154	75	20	50	54	54	42	65
9 or more	52	153	108	25	51	67	45	51	80
Rural									
0-4	4	18	6	13	21	19	9	5	9
5-8	9	33	33	14	12	38	34	11	29
9 or more	25	43	38	4	4	14	44	22	40

Nt Urban x^{2***}

a^{***}, b^{**}, c^{***}, d^{***}, e^{**}, f^{***}, g^{**}

Table VII-26. -- Preparation in high school for present program, by number of math semesters taken, by urban/rural location, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Location and number of semesters taken	High school did prepare								
	Non-traditional			Mixed			Traditional		
	Yes	No	A little	Yes	No	A little	Yes	No	A little
	(percent)								
Urban									
0-2	5.4	69.0[a]	25.6	8.4	47.0	44.6	36.8[a]	28.6	34.6
3-4	8.9	56.5[b]	34.6	18.9	36.9	44.1	28.6[b]	27.9	43.6
5 or more	19.7	47.4[c]	32.9	20.2	32.7	47.1	30.9[c]	22.7	46.4
Rural									
0-2	9.9	57.7[d]	32.4	34.4	43.7	21.9	45.3	15.1	39.6
3-4	16.9	42.4[e]	40.7	9.8	19.5	70.7	46.1	21.3	32.6
5 or more	29.4	33.8[f]	36.8	24.2	22.7	53.0	36.5	19.2	44.2
	(number)								
Urban									
0-2	9	116	43	7	39	37	49	38	46
3-4	22	139	85	21	41	49	40	39	61
5 or more	42	101	70	21	34	49	34	25	51
Rural									
0-2	7	41	23	11	14	7	24	8	21
3-4	10	25	24	4	8	29	41	19	29
5 or more	20	23	25	16	15	35	19	10	23

Nt Urban x^{2***}, Rural x^{2***}
a^{***}, b^{***}, c^{***}, d^{***}, e^{***}, f^{***}

Table VII-27. -- Preparation in high school for present program, by number of science semesters taken, by urban/rural location, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Location and number of semesters taken	High school did prepare								
	Non-traditional			Mixed			Traditional		
	Yes	No	A little	Yes	No	A little	Yes	No	A little
	(percent)								
Urban									
0-2	8.2	63.7[a]	28.1	18.2	37.9	43.9	34.3	23.5[a]	42.2
3-4	9.5	61.9[b]	28.6	12.1	43.9	43.9	35.3	25.6[b]	49.0
5 or more	15.6	48.7[c]	35.7	19.1	34.4	46.6	23.7	31.4[c]	45.0
Rural									
0-2	12.8	61.5[d]	25.6	25.0	43.8	31.3	32.4	21.6[d]	45.9
3-4	17.6	35.3[e]	47.1	25.0	30.0	45.0	44.4	17.5[e]	38.1
5 or more	20.6	45.1[f]	34.3	19.0	19.0	61.9	45.6	18.4[f]	35.9
	(number)								
Urban									
0-2	14	109	48	12	25	29	35	24	43
3-4	20	130	60	13	47	47	47	34	52
5 or more	42	131	96	25	45	61	40	53	76
Rural									
0-2	5	24	10	4	7	5	12	8	17
3-4	12	24	32	15	18	27	28	11	24
5 or more	21	46	35	12	12	39	47	19	37

Nt Urban x^{2}***

*a****, *b****, *c****, *d****, *e****, *f****

Table VIII-1. --Personal desires and occupational conditions influencing training choice for students, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Influence	Non-traditional	Mixed	Traditional	Non-traditional (n=860)	Mixed (n=452)	Traditional (n=612)
	(percent)			(number)		
Earnings						
Important	82.2	94.0	85.8	707	425	525
Very*	36.5	51.5	41.8	314	233	256
Somewhat	45.7	42.5	44.0	393	192	269
Ability or Interest						
Important	97.0	95.4	95.5	834	435	584
Very	79.9	77.2	76.5	687	349	468
Somewhat	17.1	18.6	19.0	147	86	116
Working Conditions						
Important***	84.2	89.6	90.9	724	405	556
Very	46.5	53.5	57.2	400	242	350
Somewhat	37.7	36.1	33.7	324	163	206
Change or improve Skills						
Important	57.4	53.8	54.9	494	243	336
Very	35.9	31.9	32.0	309	99	196
Somewhat	21.5	21.9	22.9	185	144	140
Named other factor						
Important***	25.1	21.0	15.7	216	95	96

Table VIII-2. -- Interest and ability as factors in selection of non-traditional vocational training, by students and educational personnel: Sample of AVTS students and secondary and postsecondary educational personnel, United States, Spring 197

Respondents	Importance of interest and/or ability					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Students	79.9	17.1	3.0	687	147	26
	Perceptions of importance of interest and/or ability					
Educational Personnel	93.9	6.1	--	154	10	--
Counselors	97.8	2.2	--	44	1	--
Teachers	92.4	7.6	--	110	9	--
Male	92.1	7.9	--	116	10	--
Female	100.0	--	--	38	--	--

Table VIII-3. -- Interest and ability as factors in selecting vocational training by number of math and science semesters taken in high school and N-M-T category: Sample of AVTS students, United States, Spring 1976

Total number of semesters of math and science	Non-traditional			Mixed			Traditional		
	Interest and ability an important influence								
	Very	Somewhat	Not	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)								
0 - 4	75.4	21.2	3.4	76.1	17.4	6.5	74.4	25.6	--
5 - 8	80.5	17.6	1.9	82.8	17.2	--	78.1	19.7	2.2
9 or more	82.6	15.9	1.5	77.5	20.8	1.7	81.0	17.6	1.4
Total	80.8	17.3	1.9	79.3	19.1	1.6	78.9	19.6	1.5
	(number)								
0 - 4	89	25	4	35	8	3	64	22	0
5 - 8	256	56	6	135	28	0	178	45	5
9 or more	342	66	6	179	48	4	226	49	4
Total	687	147	16	349	84	7	468	116	9

Table VIII-4. -- The importance of earnings as a factor in selection of training, by students household income, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Houshold income and importance of earnings	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
$0 - 5,000						
Important	86.2	91.4	89.7	100	53	52
Very	47.4	56.9	50.0	55	33	29
Somewhat	38.8	34.5	39.7	45	20	23
Not important	13.8	8.6	10.3	16	5	6
$5,001 - 10,000						
Important	85.5	93.4	85.7	124	71	84
Very	43.4	59.2	44.9	63	45	44
Somewhat	42.1	34.2	40.8	61	26	40
Not important	14.5	6.6	14.3	21	5	14
$10,001 - 15,000						
Important	81.8	94.2	84.1	121	65	116
Very	37.8	60.9	39.1	56	42	54
Somewhat	43.9	33.3	44.9	65	23	62
Not important	18.2	5.8	15.9	27	4	22
$15,001 - 20,000						
Important	83.7	94.2	85.3	123	81	87
Very	36.7	43.0	44.1	54	37	45
Somewhat	46.9	51.2	41.2	69	44	42
Not important	16.3	5.8	14.7	24	5	15
$20,001 or more						
Important	77.3	94.7	83.0	133	72	73
Very	29.7	50.0	38.6	51	38	34
Somewhat	47.7	44.7	44.3	82	34	39
Not important	22.7	5.3	17.0	39	4	15
Don't know						
Important	78.5	95.9	90.8	84	70	99
Very	25.2	43.8	41.3	27	32	45
Somewhat	53.3	52.0	49.5	57	38	54
Not important	21.5	4.1	9.2	23	3	10

. Nt x^{2**}

Table VIII-5. -- The importance of earnings as a factor in selection of training, by students racial/ethnic characteristics, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Race and importance of earnings	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
White						
Important	80.5[a]	91.9	84.7	574	365	442
Very	33.8	48.1	38.3	241	191	200
Somewhat	46.7	43.8	46.4	333	174	242
Not important	19.5	8.1	15.3	139	32	80
Minority						
Important	87.5	88.7	88.8	112	47	71
Very	48.4	62.3	65.0	62	33	52
Somewhat	39.1	26.4	23.8	50	14	19
Not important	12.5	11.3	11.3	16	6	9
Black						
Important	92.8[a]	90.5	88.7	77	38	50
Very	56.7	59.5	64.9	47	25	37
Somewhat	36.1	31.0	22.8	30	13	13
Not important	7.2	9.5	12.3	6	4	7

[a]**

Table VIII-6. -- Importance of earnings as a factor in selection of non-traditional training, by students and educational personnel, by N-M-T category: Sample of AVTS students and secondary and postsecondary personnel, United States, Spring 1976

Respondents	Importance of earnings					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Non-traditional students	36.5	47.5	17.8	314	393	153
	Perceptions of importance of earnings					
Educational Personnel	49.4	48.8	1.8	81	80	3
Counselors	53.3	46.7	---	24	21	---
Teachers	47.9	49.6	2.5	57	59	3
Educational Personnel						
Men	44.4	53.2	2.4	56	67	3
Women	65.8	34.2	---	25	13	---

Table VIII-7. -- The desire to change or improve skills as a factor in selection of training, by student age and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
17-19 years						
Important	41.9	45.4	46.6	119	88	128
Very	19.4	18.6	21.1	55	36	58
Somewhat	22.5	26.8	25.5	64	52	70
Not important	58.1	54.6	53.5	165	106	147
20 years						
Important	51.9	44.2	51.9	54	31	41
Very	27.9	27.1	22.8	29	19	18
Somewhat	24.0	17.1	29.1	25	12	23
Not important	48.1	55.7	48.1	50	39	38
21-24 years						
Important	67.2	65.3	62.5	96	47	65
Very	41.3	44.4	45.2	59	32	47
Somewhat	25.9	20.8	17.3	37	15	18
Not important	32.9	34.7	37.5	47	25	39
25-29 years						
Important	78.7	89.2	76.0	100	33	38
Very	59.8	70.3	58.0	76	26	29
Somewhat	18.9	18.9	18.0	24	7	9
Not important	21.3	10.8	24.0	27	4	12
30 and over						
Important	62.4	53.9	64.4	93	34	56
Very	45.6	34.9	43.7	68	22	38
Somewhat	16.8	19.0	20.7	25	12	18
Not important	37.6	46.0	35.6	56	29	31

Nt x^{2***}, Trad x^{2***}

Table VIII-8. -- The desire to change or improve skills as a factor in selection of training, by student employment and by N-M-T category: Sample of AVTS students, United States, Spring 1976

Employment characteristics/Importance of changing or improving skills	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Employed						
Important	60.2	58.8	62.0	298	141	178
Very	39.2	35.8	35.9	194	86	103
Somewhat	21.0	22.9	26.1	104	55	75
Not important	39.8	41.3	38.0	197	99	109
Not Employed						
Important	47.7	47.6	48.8	190	100	156
Very	27.6	26.7	28.8	110	56	92
Somewhat	20.1	21.0	20.0	80	44	64
Not important	52.3	52.4	51.3	208	110	164

Nt x^{2***}, Trad x^{2**}

Table VIII-9. -- Desire to change or improve skills as a factor in selection of non-traditional training, by students and educational personnel: Sample of AVTS students and secondary and postsecondary educational personnel, United States, Spring 1976

Respondents	Importance of changing or improving skills					
	Very	Somewhat	Not	Very	Somewhat	Not
	(percent)			(number)		
Students	35.9	21.5	42.6	309	185	366
	Perceptions of importance of changing or improving skills					
Educational Personnel	38.1	53.8	8.1	61	86	13
Counselors	39.5	48.8	11.6	17	21	5
Teachers	37.6	55.6	6.8	44	65	8
Male	39.8	52.0	8.1	49	64	10
Female	32.4	59.5	8.1	12	22	3
Postsecondary	41.9	53.5	4.7	36	46	4

Table IX-1. -- Problems and difficulties of non-traditional students, by number of problems: Sample of AVTS students, United States, Spring 1976

Number of problems	Non-traditional students	
	(percent)	(number)
0	35.6	306
1	26.9	231
2	18.0	155
3 or more	19.5	168

Table IX-2. -- Problems and difficulties of non-traditional students, by typology of problem: Sample of AVTS students, United States, Spring 1976

Problem	Student response to problem statement			
	(percent)		(number)	
	Yes/ somewhat	No	Yes/ somewhat	No
Counselors gave men more attention	10.6	89.4	83	709
Teacher gave men more attention	14.6	85.4	121	709
Teacher expects more of women students	20.9	79.1	173	656
Teacher had difficulty adjusting to women	23.3	77.8	193	638
Men had difficulty adjusting to women	33.9ø	66.1	282	550
Men are better prepared	35.4ø	64.6	294	537
Men had more science	22.5a	77.5	93	337
Men had more math	23.5b	76.6	102	333
Men had more technical subjects	71.1a,b	28.9	329	134
Other reasons	20.5		176	

Both ø***
a***, b***

Table IX-3. -- Problems of non-traditional students, by typology of problem, by racial/ethnic group: Sample of AVTS students, United States, Spring 1976

Type of problem	Racial/ethnic group and response (percent)					
	White		Minority			
			Total		Black	
	Yes/ somewhat	No	Yes	No	Yes	No
Counselors pay more attention to men	10.0	90.0	14.3	85.7	13.0	87.0
Teachers pay more attention to men	14.4	85.6	16.7	83.3	19.2	80.8
Teachers expect women to perform at high levels	21.1	78.9	20.7	79.3	20.3	79.7
Teachers had difficulty adjusting to women	25.4[a]	74.6	13.3[a]	86.7	12.8	87.2
Men had difficulty adjusting to women	35.2	64.8	29.8	70.2	29.1	70.9
Men are better prepared	36.9[b]	63.1	28.3	71.7	21.8[b]	78.2
Men had more science	22.9	77.1	20.8	79.2	16.0	84.0
Men had more math	22.7	77.3	27.4	72.6	23.5	76.5
Men had more technical subjects	71.4	28.6	69.7	30.3	67.3	32.7
	(number)					
Counselors pay more attention to men	66	592	17	102	10	67
Teachers pay more attention to men	100	593	20	100	15	63
Teachers expect women to perform at high levels	146	545	25	96	16	63
Teachers had difficulty adjusting to women	176	518	16	104	10	68
Men had difficulty adjusting to women	244	450	36	85	23	56
Men are better prepared	256	438	34	86	17	61
Men had more science	82	276	15	57	8	42
Men had more math	81	276	20	53	12	39
Men had more technical subjects	272	109	53	23	35	17

a^{**}, b^{**}

Table IX-4. -- Non-traditional students with problems, by number of women in the class: Sample of AVTS students, United States, Spring 1976

Number of other women in the class	(percent)		(number)	
	Had no problems	Had problems	Had no problems	Had problems
0 - 3	31.0	49.4	78	258
4 - 5	15.5	15.1	39	79
6 or more	53.6	35.4	135	185

x^{2***}

Table IX-5. -- Problems of non-traditional students, by number of problems and number of women in the class: Sample of AVTS students, United States, Spring 1976

Number of other women in the class	Number of problems							
	(percent)				(number)			
	0	1	2	3 or more	0	1	2	3 or more
0 - 3	23.2	28.6	20.5	27.7	78	96	69	93
4 - 5	33.9	32.2	19.1	14.8	39	37	22	17
6 and over	42.2	25.9	16.9	15.0	135	83	54	48

x^{2***}

Table IX-6. -- Student response to problem statement, by typology of problem and number of women in the class: Sample of AVTS students, United States, Spring 1976

Problem statement and number of other women in the class	Student response to problem statement			
	(percent)		(number)	
	Yes/ somewhat	No	Yes/ somewhat	No
Counselors or teachers pay more attention to men				
0 - 3	26.5	73.5	89	247
4 - 5	23.5	76.5	27	88
6 or more	24.1	75.9	77	243
Teacher expects more of women				
0 - 3	21.4	78.6	72	264
4 - 5	15.9	84.1	18	95
6 or more	21.8	78.2	69	247
Men had more science				
0 - 3	24.9	75.1	49	148
4 - 5	24.6	75.4	16	49
6 or more	17.8	82.2	27	125
Men had more math				
0 - 3	24.4	75.6	47	146
4 - 5	21.5	78.5	14	51
6 or more	23.8	76.2	36	115
Men had difficulty adjusting to women				
0 - 3	38.7	61.3	130	206
4 - 5	32.2	67.8	37	78
6 or more	31.9	68.1	101	216
Teacher had difficulty adjusting to women 1/				
0 - 3	31.0	69.0	104	231
4 - 5	19.1	80.9	22	93
6 or more	18.3	81.7	58	259
Men are better prepared 2/				
0 - 3	51.2	48.8	172	164
4 - 5	33.9	66.1	39	76
6 or more	21.1	78.9	67	250
Men had more technical subjects 3/				
0 - 3	82.9	17.1	179	37
4 - 5	71.6	28.4	48	19
6 or more	56.6	43.4	86	66

1/ x^{2***}
2/ x^{2***}
3/ x^{2***}

Table IX-7. -- Number of problems of non-traditional students, by age: Sample of AVTS students, United States, Spring 1976

Age	Number of problems							
	(percent)				(number)			
	0	1	2	3 or more	0	1	2	3 or more
17-19 years	36.1	22.9	19.3	21.7	90	57	48	54
20 years	32.3	25.0	21.9	20.8	31	24	21	20
21-24 years	31.5	26.2	15.4	26.9	41	34	20	35
25-29 years	27.3	33.1	18.2	21.5	33	40	22	26
30 years or more	32.6	36.4	17.8	13.2	42	47	23	17

Table IX-8. -- Number of problems of non-traditional students, by age and number of women in the class: Sample of AVTS students, United States, Spring 1976

Age and number of other women in the class	Number of problems			
	(percent)		(number)	
	0 or 1	2 or more	0 or 1	2 or more
17 - 19 years				
0 - 3	52.4[a]	47.6	44	40
4 and over	70.3[a]	29.7	123	52
20 - 24 years				
0 - 3	50.5[b]	49.5	55	54
4 and over	66.9[b]	33.1	85	42
25 - 29 years				
0 - 3	51.6[c]	48.4	32	30
4 and over	69.5[c]	30.5	41	18
30 years or more				
0 - 3	63.6	36.4	42	24
4 and over	74.6[ø]	25.4	47	16

*ø***, a**, b*, c**

Table IX-9. -- Student response to problem, "Men had difficulty adjusting to women," by age: Sample of AVTS students, United States, Spring 1976

Age of student	Student response to problem statement	
	(percent)	
	Yes/somewhat	No
17 - 19 years	29.6	70.3
20 years	38.6	61.4
21 - 24 years	39.3	60.7
25 - 29 years	39.5	60.5
30 years and over	27.1	72.9
	(number)	
17 - 19 years	80	190
20 years	39	62
21 - 24 years	55	85
25 - 29 years	49	75
30 years and over	39	105

x^{2*}

Table IX-10. -- Problems of Non-traditional students by response to statement "Men are better prepared" and students age: Sample of AVTS students, United States, Spring 1976

Students age	Response to statement	
	(percent)	
	Yes/somewhat	No
17 - 19 years	32.6	67.4
20 years	29.7	70.3
21 - 24 years	40.0	60.0
25 - 29 years	45.5	54.5
30 years and over	31.3	68.8
	(number)	
17 - 19 years	88	182
20 years	30	71
21 - 24 years	56	84
25 - 29 years	56	67
30 years and over	45	99

x^{2*}

Table IX-11. -- Problems of Non-traditional students -- response to problem statement "Men had more technical subjects", by age: Sample of AVTS students, United States, Spring 1976

Student age	Response to problem statement	
	(percent)	
	Yes/some	No
17 - 19 years	70.6	29.4
20 years	58.9 ø	41.1
21 - 24 years	75.9	24.1
25 - 29 years	77.5	22.5
30 years and over	71.8	28.2
	(number)	
17 - 19 years	101	42
20 years	33	23
21 - 24 years	60	19
25 - 29 years	62	18
30 years and over	51	20

ø*

Table IX-12. -- Non-traditional women's response to problem statement, "Men are better prepared", by students high school curriculum: Sample of AVTS students, United States, Spring 1976

High school curriculum	Response					
	(percent)			(number)		
	Yes	Somewhat	Not	Yes	Somewhat	Not
College preparatory	16.9	20.2	62.9	52	62	193
General education	20.4	16.4	63.2	57	46	177
Vocational education	11.0	20.6	68.4	25	47	156
Masculine intensive	8.8	11.8	79.4	3	4	27
Female intensive	12.1	23.5	64.5	20	39	107
Neutral	7.1	14.3	78.6	2	4	22

Table IX-13. -- Non-traditional women's response to problem statement "Men had more technical subjects", by high school curriculum: Sample of AVTS students, United States, Spring 1976

High school curriculum	Response				
	(percent)		(number)		
	Yes/Some	No	Yes	Some	No
College preparatory	74.4[a]	25.6	89	36	43
General education	73.5	26.5	83	31	41
Vocational education	64.3[a]	35.7	63	27	50
Vocational education					
Masculine intensive	58.8	41.2	7	3	7
Feminine intensive	67.0	33.0	48	19	33
Neutral	60.0	40.0	6	3	6

a*

Table IX-14. -- Student response to problem statement "Men are better prepared," by national enrollment category 1/: Sample of AVTS students, United States, Spring 1976

National enrollment category 1/	Student response to "Men are better prepared"			
	(percent)		(number)	
	Yes/Somewhat	No	Yes/Somewhat	No
Non-traditional #1	55.2[a]	44.8	169	137
Non-traditional #2	23.6[a]	76.4	109	353

a***

1/ Non-traditional #1 = 0 - 10% nationally enrolled are women.
Non-traditional #2 = 10.1 - 25% nationally enrolled are women.

Table IX-15. -- Problems of non-traditional students, by number of problems and individual programs

Program	Number of problems							
	(percent)				(frequency)			
	0	1	2	3 or more	0	1	2	3 or more
Supervisory and Administrative	45.1	29.4	13.7	11.8	46	30	14	12
Electronic technology	15.6ø	31.3	15.6	37.5ø	5	10	5	12
Police science	38.6	19.7	17.3	24.4	49	25	22	31
Drafting	31.1	35.6	17.8	15.6	28	32	16	14
Law enforcement	40.9	22.0	19.7	17.3	52	28	25	22
All others	33.0	27.7	19.1	20.2	126	106	73	77
Total	35.6	26.9	18.0	19.5	306	231	155	168

x^2 *

ø No problems *

ø 3 or more problems **

Table IX-16. --Categories of non-traditional students,1/ by detailed classification of program and number of students in the sample: Sample of AVTS students, United States, Spring 1976

Non-traditional I (Sample 317)			
Nt #1A (masculine)		Nt #1B (neutral and emerging)	
Program	Number in sample	Program	Number in sample
TOTAL	154	TOTAL	163
Electronic technology	32	Automotive sales	4
Electronic occupations	6	Forestry	8
Civil Technology	14	Industrial technology	7
Electrical technology	3	Instrumentation technology	2
Mechanical technology	8	Nuclear technology	1
Automechanics	18	Fire and fire safety technology	1
Architectural technology	43	Forestry technology	11
Automotive technology	3	Oceanographic technology	13
Petroleum technology	3	Appliance repair	2
Commercial pilot training	2	Blueprint reading	2
Air conditioning installation and repair	1	Business machine maintenance	4
Body and fender repair	1	Drafting	90
Air craft operations	5	Radio and television	3
Carpentry	3	Welding and cutting	11
Diesel mechanics	1	Woodworking occupations	4
Metalworking	2		
Machine shop	4		
Machine tool operation	1		
Tool and die making	1		
Metallurgy occupations	2		
Small engine repair	1		

Non-traditional #2			
TOTAL	543		
Law enforcement	127	Graphic Arts	57
Foreman/supervisory	14	Business supervisory/ management	102
Agricultural resources	3	Scientific data processing	63
Aeronautical technology	2	Agricultural technology	8
Police science	127	Miscelleneous distributive education	17
Enrivornmental control	6		
Water/waste water technology	3		
Agricultural production	5		
Wholesale trade	7		
Commercial fishing occupations	1		
Custodial services	1		

1/ Non-traditional #1 = 0-10% of those en-rolled nationally are women.
Non-traditional #2 = 10.1-25% of those enrolled nationally are women.

(For further explanation of categories see Volume I, page X-12.)

Table IX-17. -- Problems of non-traditional students, by national enrollment category 1/ and type of problem: Sample of AVTS students, United States, Spring 1976

Problem statement and response	Non-traditional category 1/				
	Total	Non-traditional #1			All other non-traditional (Nt #2)
		Total	Nt #1-A (masculine)	Nt #1-B (neutral)	
	(percent)				
Men had difficulty adjusting to women (x^2 **) 2/					
Yes	33.9*a*	39.9	49.1*a*	34.7	31.6
No	66.1	60.1	50.9	65.3	68.4
Teachers had difficulty adjusting to women (x^2 ***)					
Yes	23.3*b*	31.4	38.5*b*	27.4	19.1
No	77.8	68.6	61.5	72.6	80.9
Teachers gave men more attention					
Yes	14.6	12.7	11.8	13.3	16.3
No	85.4	87.3	88.2	86.7	83.7
Counselors gave men more attention					
Yes	10.6	10.3	14.3	8.1	10.4
No	89.4	89.7	85.7	91.9	89.6
Teachers expect more of women					
Yes	20.9	15.1	18.2	13.4	24.5
No	79.1	84.9	81.8	86.6	75.5
Men are better prepared (x^2 ***)					
Yes	35.4*c*	55.2	67.3*c*	48.5	23.6
No	64.6	44.8	32.7	51.5	76.4
Men had more science					
Yes	22.5	23.9	21.6	25.9	24.2
No	77.5	76.1	78.4	74.1	75.8
Men had more math					
Yes	23.5	25.7	25.3	25.5	25.4
No	76.6	74.3	74.7	74.5	74.6
Men had more technical subjects (x^2 ***)					
Yes	71.1*d*	84.9	88.9*d*	82.3	60.4
No	28.9	15.1	11.1	17.7	39.6

*a***, *b****, *c****, *d****

1/ For further explanation of categories see Volume I, page X-12.

2/ x^2 for (Nt #1-A, Nt #1-B, and Nt #2).

Table IX-17. -- Problems of non-traditional students, by national enrollment category and type of problem: Sample of AVTS students, United States, Spring 1976 (Continued)

Problem statement and response	Non-traditional category				
	Total 1/	Non-traditional #1			All other non-traditional (Nt #2)
		Total	Nt #1A (masculine)	Nt #1B	
	(number)				
Men had difficulty adjusting to women					
Yes	282	122	54	68	146
No	550	184	56	128	316
Teachers had difficulty adjusting to women					
Yes	193	96	42	54	88
No	638	210	67	143	373
Teachers gave men more attention					
Yes	121	39	13	26	75
No	709	267	97	170	385
Counselors gave men more attention					
Yes	83	30	15	15	46
No	709	260	90	170	395
Teachers expect more of women					
Yes	173	46	20	26	113
No	656	258	90	168	348
Men are better prepared					
Yes	294	169	74	95	109
No	537	137	36	101	353
Men had more science					
Yes	93	44	16	29	45
No	337	140	58	83	141
Men had more math					
Yes	102	48	19	28	47
No	333	139	56	82	138
Men had more technical subjects					
Yes	329	174	72	102	139
No	134	31	9	22	91

1/ Non-traditional #1 and #2 problem statements were crossed with a third variable. Column (1) total may be slightly higher than total columns (2)-(5) due to missing response on the third variable.

Table X-1. -- Student employment, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Characteristic	Non-traditional	Mixed	Traditional
	(percent)		
Employed ***	58.0	53.3	47.3
Not Employed	42.0	46.7	52.7
	(number)		
Employed	495	240	287
Not Employed	358	210	320

Table X-2. -- Student employment, by urban/rural location, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Location	Non-traditional		Mixed		Traditional	
	-- Employed -- (percent)					
	Yes	No	Yes	No	Yes	No
Urban	60.5[a,b]	39.5	54.5	45.5	49.9[b]	50.1
Rural	50.5[a]	49.5	50.7	49.3	42.1	57.9
	-- Employed -- (number)					
Urban	390	255	169	141	202	203
Rural	105	103	71	69	85	117

a, b****

Table X-3.-- Student employment, by age and N-M-T category: Sample of AVTS students, United States, Spring 1976

Age	Non-traditional		Mixed		Traditional	
	-- Employed (percent) --					
	Yes	No	Yes	No	Yes	No
17-19 years ***	59.1	40.9	57.7	42.3	51.8	48.2
20 years	66.0	34.0	58.0	42.0	53.8	46.2
21-24 years	60.1	39.9	52.8	47.2	44.7	55.3
25-29 years	59.1	40.9	45.9	54.1	44.0	56.0
30 and over **	48.0ø	52.0	41.3	58.7	30.2ø	69.8
	-- Employed (number) --					
17-19 years	165	114	112	82	142	132
20 years	68	35	40	29	42	36
21-24 years	86	57	38	34	46	57
25-29 years	75	52	17	20	22	28
30 and over	71	77	26	37	26	60

Trad x^{2}**; Nt ø**; Trad ø***

Table X-4. -- Student employment, by household income, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Income	Non-traditional		Mixed		Traditional	
	-- Employed (percent) --					
	Yes	No	Yes	No	Yes	No
$0-5,000	43.9	56.1	29.8	70.2	39.7	60.3
$5,001-10,000	58.0	42.0	48.7	51.3	46.9	53.1
$10,001-15,000*	56.8	43.2	58.0	42.0	43.8	56.2
$15,001 and over*	60.5	39.5	57.8	42.2	50.3	49.7
	-- Employed (number) --					
$0-5,000	50	64	17	40	23	35
$5,001-10,000	83	60	37	39	46	52
$10,001-15,000	83	63	40	29	60	77
$15,001 and over	193	126	93	68	94	93

Nt x^{2*}

Table X-5.-- Relationship of job to training, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Job is related to study	Non-traditional	Mixed	Traditional
	(percent)		
Yes **	48.3	46.6	59.6
No	51.7	53.4	40.4
	(number)		
Yes	239	111	171
No	256	127	116

Table X-6. -- Student employment, by broad classification of study, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Area of study	Non-traditional		Mixed		Traditional	
	-- (percent) --					
	Yes	No	Yes	No	Yes	No
Agriculture	52.6	47.4	57.1	42.8	--	--
Marketing and distribution	68.0	32.0	58.2	41.8	50.0	50.0
Business	67.3	32.7	49.6	50.4	53.3	46.7
Technical	54.6	45.4	50.0	50.0	100.0	--
Trade and industrial	58.3	41.7	60.0	40.0	33.3	66.7
Health	--	--	61.4	38.6	40.5	59.5
Home economics	--	--	36.4	63.6	51.4	48.6
	-- (number) --					
Agriculture	10	9	4	3	--	--
Marketing and distribution	17	8	64	46	5	5
Business	68	33	116	118	154	135
Technical	190	158	7	7	1	--
Trade and industrial	210	150	18	12	6	12
Health	--	--	27	17	102	150
Home economics	--	--	4	7	19	18

Table X-7. -- Relationship of job to training, by broad classification of study, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Classification	Non-traditional		Mixed		Traditional	
	-- Job is related (percent) --					
	Yes	No	Yes	No	Yes	No
Masculine: agriculture, technical, trade and industrial	41.5	58.5	41.4	58.6	28.6	71.4
Neutral: marketing and distribution	70.6	29.4	51.6	48.4	60.0	40.0
Feminine: business, health, home economics	83.8[a]	16.2	45.5	54.5	60.4[a]	39.6
	-- Job is related (number) --					
Masculine: agriculture, technical, trade and industrial	170	240	12	17	2	5
Neutral: marketing and distribution	12	5	33	31	3	2
Feminine: business, health, home economics	57	11	66	79	166	109

[a] ***

Table X-8. -- Non-traditional women's response when asked if it was easier for men to secure a training related job: Sample of AVTS students, United States, Spring 1976

Easier for men to secure job	(number)	(percent)	(percent of total)
Yes	123	55.2	
No	100	44.8	
Total responding	223	100.0	37.2
Don't know	376		62.8

Table X-9. -- Non-traditional womens' response when asked it it was easier for men to get a training related job, by broad classification of study: Sample of AVTS students, United States, Spring 1976

Course of Study	Easier for men to secure job			
	(percent)		(number)	
	Yes	No	Yes	No
Masculine, Agriculture, Technical, Trade and Industrial	57.1	42.9	112	84
Marketing and Distribution and Business	40.7	59.3	11	16

Table X-10. -- School assistance in job placement, by N-M-T category: Sample of AVTS students, United States, Spring 1976

School helped place student	Non-traditional	Mixed	Traditional
	-- (percent) --		
Yes **	24.0	24.4	34.2
No	76.0	75.6	65.8
	-- (number) --		
TOTAL	491	234	281
Yes	118	57	96
No	373	177	185

Table X-11. -- School assistance in job placement, by age, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Age	Non-traditional		Mixed		Traditional	
	School helped place students					
	Yes	No	Yes	No	Yes	No
17-19 years **	22.3	77.7	25.5	74.5	34.5	65.5
20 years	31.8	68.2	22.5	77.5	39.0	61.0
21-24 years	33.0	67.0	18.8	81.3	42.2	57.7
25-29 years	21.3	78.7	18.8	81.3	33.3	66.7
30 years and over	13.9ø	86.1	32.0	72.0	15.4ø	84.6
	(number)					
17-19 years	37	129	28	82	48	91
20 years	21	45	9	31	16	25
21-24 years	29	59	8	30	19	26
25-29 years	16	59	3	13	7	14
30 years and over	10	62	7	18	4	22

Nt x^2* Nt ø***, Trad ø*

Table X-12. -- School assistance in job placement, by relationship of job to training, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Job is related	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	School helped place student					
	(percent)			(number)		
Yes	66.1[a]	66.7	84.4[a]	78	38	81
No	33.9	33.3	15.6	40	19	15
	School did not help place student					
Yes	42.9	40.7	46.5	160	72	86
No	57.1	59.3	53.5	213	105	99

a**

Table X-13. -- Relationship of job to training, by school assistance in job placement, by N-M-T category: Sample of AVTS students, United States, Spring 1976

School helped place student	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	Job is related					
	(percent)			(number)		
Yes**	32.8[a]	34.5	48.5[b]	78	38	81
No	67.2	65.5	51.5	160	72	86
	Job is not related					
Yes	15.8[a]	15.3	13.2[b]	40	19	15
No	84.2	84.7	86.8	213	105	99

a***, b***

Table XI-1. -- Consideration of alternative occupations by N-M-T category: Sample of AVTS students, United States, Spring 1976

Considered alternative occupation	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Yes	72.6	76.7	67.4	610	342	404
No	27.4	23.3	32.6	230	104	195

Table XI-2. -- Consideration of alternative occupations, by N-M-T category, by age: Sample of AVTS students, United States, Spring 1976

Age	Non-traditional		Mixed		Traditional	
	Considered alternative (percent)					
	Yes	No	Yes	No	Yes	No
17-19 years	72.8	27.2	74.0	26.0	69.1	30.9
20 years	69.9	30.1	79.7	20.3	70.7	29.3
21-24 years	80.9	19.1	77.1	22.9	70.2	29.8
25-29 years	71.4	28.6	88.9	11.1	70.0	30.0
30 years or older	67.9	32.1	73.0	27.0	59.5	40.5
	(number)					
17-19 years	203	73	142	50	183	82
20 years	72	31	55	14	53	22
21-24 years	114	27	54	16	73	31
25-29 years	90	36	32	4	35	15
30 years or older	95	45	46	17	50	34

Table XI-3. -- Consideration of alternative occupations, by mothers occupational status, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Occupational status	Non-traditional		Mixed		Traditional	
	Considered alternative (percent)					
	Yes	No	Yes	No	Yes	No
High status white collar	73.4	26.6	85.3	14.7	66.7	33.3
Low status white collar	79.0Ø[a]	21.0	74.1	25.9	69.2[a]	30.8
Blue collar	70.1	29.8	79.3	20.7	65.3	34.7
Housewife	68.2	31.8	78.4	21.6	64.4	35.6
	Considered alternative (number)					
High status white collar	127	46	64	11	62	31
Low status white collar	184	49	83	29	110	49
Blue collar	134	57	84	22	98	52
Housewife	90	42	58	16	67	37

Ntø*
a*

Table XI-4. -- Consideration of alternative occupation, by mothers education, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Years of school mother completed	Non-traditional		Mixed		Traditional	
	-- Considered alternative (percent) --					
	Yes	No	Yes	No	Yes	No
0 - 11 years	71.8	28.2	80.0	20.0	63.6	36.4
12 years	71.9	28.1	71.4	28.6	66.7	33.3
13 years or more	75.1	24.9	82.4	17.6	72.9	27.1
	(number)					
0 - 11 years	163	64	92	23	117	67
12 years	240	94	135	54	156	78
13 years or more	199	66	108	23	124	46

Table XI-5. -- Consideration of alternative occupation, by high school training, by N-M-T category: Sample of AVTS students, United States, Spring 1976

High school curriculum	Non-traditional		Mixed		Traditional	
	Considered alternative (percent)					
	Yes	No	Yes	No	Yes	No
College Preparatory	82.8[a]	17.2	82.8	17.2	71.3[a]	28.7
General Education	66.3	33.7	73.9	26.1	66.5	33.5
Vocational Education	66.5	33.5	73.1	26.9	65.2	34.8
Feminine 1/	70.6	29.4	70.3	29.7	65.9	34.1
Masculine 2/	58.8	41.2	92.3	7.7	83.3	16.7
Neutral 3/	58.6	41.4	100.0	0.0	44.6	44.4
	(number)					
College Preparatory	256	53	130	27	127	51
General Education	187	95	85	30	113	57
Vocational Education	163	82	125	46	163	87
Feminine	120	50	97	41	149	77
Masculine	20	14	12	1	5	1
Neutral	17	12	6	0	5	4

Nt x^{2***}

a^{***}

1/ Feminine -- Business, Health, Home Economics.
2/ Masculine -- Trade and Industrial, Technical, Agriculture.
3/ Neutral -- Distributive.

Table XI-6. -- Consideration of alternative occupations, by influence of men counselors on student selection of training, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Influence of men counselors	Considered alternative (percent)					
	Non-traditional		Mixed		Traditional	
	Yes	No	Yes	No	Yes	No
Some influence	69.4	30.6	73.1	26.9	62.8	37.2
No influence	70.1	29.9	73.0	27.0	65.3	34.7
	(number)					
Some influence	204	90	133	49	140	83
No influence	397	169	197	73	254	135

Table XI-7. -- Consideration of alternative occupations, by influence of women counselors on student selection of training, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Influence of women counselors	Considered alternative (percent)					
	Non-traditional		Mixed		Traditional	
	Yes	No	Yes	No	Yes	No
Some influence	69.2	30.8	66.2	33.8	66.8	33.2
No influence	70.1	29.9	76.6	23.4	62.6	37.4
	(number)					
Some influence	153	68	104	53	173	86
No influence	448	191	226	69	221	132

Table XI-8. -- Typology of alternative occupations, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Typology of alternative	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Non-traditional	30.8	16.0	12.6	174	52	47
Mixed	35.6	36.6	39.5	201	119	147
Traditional	33.6	47.4	47.8	190	154	178
Total				565	325	372
Undetermined (percent of total responding	6.0	1.5	5.6	36	5	22

x^{2***}

Table XI-9. -- Typology of alternative occupations, by N-M-T category and age: Sample of AVTS students, United States, Spring 1976

Age and alternative	Non-Traditional	Mixed	Traditional	Non-Traditional	Mixed	Traditional
	(percent)			(number)		
17-19 years						
Non-traditional	37.8	17.8	12.9	71	24	22
Mixed	29.8	31.9	33.5	56	43	57
Traditional	32.4	50.4	53.5	61	68	91
20 years						
Non-traditional	26.2	9.4	15.7	17	5	8
Mixed	36.9	37.7	35.3	24	20	18
Traditional	36.9	52.8	49.0	24	28	25
21-24 years						
Non-traditional	31.1	15.1	11.9	33	8	8
Mixed	34.9	37.7	49.3	37	20	33
Traditional	34.0	47.2	38.8	36	25	26
25-29 years						
Non-traditional	21.4	16.7	6.7	18	5	2
Mixed	51.2	40.0	50.0	43	12	15
Traditional	27.4	43.3	43.3	23	13	13
30 years and over						
Non-traditional	26.1	19.0	13.3	23	8	6
Mixed	34.1	38.1	44.4	30	16	20
Traditional	39.8	42.9	42.2	35	18	19

Nt x^{2}*

Table XII-1. -- Distribution of women in training for mixed occupations nationally and in the student survey sample, by broad classification of study: Students from Office of Civil Rights sample of selected AVTS, United States, 1974, and a selected sample of students in AVTS, United States, Spring 1976

Broad classification of study	Distribution of women in mixed occupations			
	Nationally	Student survey	Nationally	Student survey
	(percent)		(number)	
Agriculture	1.4	1.5	903	7
Distributive	16.5	24.6	10,489	111
Health	14.6	9.7	9,265	44
Home economics	3.1	2.4	1,976	11
Business	44.3	51.8	28,138	234
Technical	7.8	3.3	4,925	15
Trade and industrial	12.4	6.6	7,848	30

Table XII-2. -- Most important event influencing students in selection of training, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Most important event	Student response					
	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Previous exposure to occupational tasks	36.9	29.8	38.1	113	37	56
Need to provide financial support	5.2	8.1	8.8	16	10	13
Unsucessful job seeking	4.2	7.3	4.8	13	9	7
For advancement	12.4	10.5	10.2	38	13	15
Dissatisfied elsewhere	10.5	13.7	10.2	32	17	15
Wanted a skill	7.2	6.5	10.9	22	8	16
Family situation changed	8.5	11.3	8.8	26	14	13
New awareness of womens opportunities	4.6	1.6	--	14	2	0
Other	10.5	11.3	8.2	32	14	12

Table XII-3. -- Occupational fields of alternatives considered by students, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Alternative occupational fields	Student response					
	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Professional	34.1	30.0	33.8	205	99	133
Trades and industrial, technical, agriculture	25.8	15.8	12.9	144	52	51
Business	16.0	22.7	19.5	96	75	77
Health	17.5	20.9	22.8	105	69	90
Distributive	1.3	2.1	4.6	8	7	18
Other	5.3	8.5	6.3	32	28	25

Table XII-4. -- Typology of alternative occupations considered by students, by N-M-T category: Sample of AVTS students, United States, Spring 1976

Type of alternatives	Student response					
	Non-traditional	Mixed	Traditional	Non-traditional	Mixed	Traditional
	(percent)			(number)		
Non-traditional alternatives	20.2	11.5	7.7	174	52	47
Mixed alternative	23.4	26.3	24.0	201	119	147
Traditional alternative	22.1	34.1	29.1	190	154	178
Alternative missing or unclassifiable	5.2	3.8	5.2	45	17	32
Did not consider alternative	29.1	24.3	34.0	250	110	208
Total				860	452	612

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